

National Park Service
U.S. Department of the Interior



NATIONAL TRAINER DEVELOPMENT PROGRAM

Instructor Manual

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National Trainer Development Program

Instructor Institute

Instructor Manual

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COURSE AGENDA

Instructor Institute
Bloomington, IN
September 12-16, 2016

Monday, September 12, 2016

Oak Room, Indiana Memorial Union

Time	Session Title	Guest Speakers
8:30 am – 9:30 am	Introduction and Welcome Welcome from Dr. Jamieson, <i>Interim Chair of RPTS</i> Student Introductions	NTDP Instructor Team & Dr. Jamieson
9:45 am – 12:00 pm	Portfolio Presentations <i>5 minutes per student</i>	NTDP Instructor Team & Students
12:00 pm – 1:00 pm	Lunch	
1:00 pm – 2:30 pm	Fostering your Passion for Teaching	Anderson
2:45 pm – 4:00 pm	Endorsement Assignments Lesson Plan Assignment	Pusey, Tezel, Dems, & Polzin
4:00 pm – 4:15 pm	Wrap Up and Announcements	NTDP Instructor Team
6:00 pm – 8:00 pm	Welcome Dinner at the Wolter/Jamieson's house	

Tuesday, September 13, 2016

Oak Room, Indiana Memorial Union

Time	Session Title	Guest Speakers
8:00 am – 8:30 am	Good of the Day and Announcements	NTDP Instructor Team
8:30 am – 9:15 am	Packing Your Training Suitcase	Dems
9:15 am – 10:45 am	Setting the Stage: Webinar	Carnagey
11:00 am – 12:00 pm	Mini-Session Breakout: Blended Learning Mini-Session Breakout: One-on-One	McCormick Pusey
12:00 pm – 1:00 pm	Lunch	
1:00 pm – 2:00 pm	Team Teaching	McCormick & Tezel
2:00 pm – 3:00 pm	Accessibility for All!	Monroe-Cook
3:30 pm – 4:15 pm	Evaluation: Purpose and Use	Pusey & Wolter
4:15 pm – 4:45 pm	Help Desk <i>Instructor Rapid Review of LPs</i>	NTDP Instructor Team
4:45 pm – 5:00 pm	Wrap Up and Announcements	



Wednesday, September 14, 2016**Oak Room, Indiana Memorial Union**

Time	Session Title	Guest Speakers
8:00am – 8:30 am	Turn in Lesson Plans & Help Desk	NTDP Instructor Team
8:30 am – 8:45 am	Good of the Day and Announcements	NTDP Instructor Team
8:45 am – 9:45 am	Managing Challenges in Training	Pusey & Tezel
10:00 am – 10:45 am	Using Training Materials Effectively	Dems
10:45 am – 11:30 am	More Than a Game: Ice Breakers	McCormick
11:30 am – 11:45 am	Mini-Session: Webinar Bloopers	Wiltz
11:45 pm – 12:45 pm	Lunch	
12:45 pm – 2:00 pm	Informing Instruction through Assessment	Wiltz K. McCormick
2:00 pm – 4:00 pm	One-on-One Training Endorsement <i>*Student Work Time (after completing endorsement)</i>	NTDP Instructor Team
4:00 pm – 4:30pm	Help Desk	NTDP Instructor Team
4:30 pm – 5:00 pm	Wrap-up and Announcements	NTDP Instructor Team

Thursday, September 15, 2016

Oak Room, Indiana Memorial Union

Time	Session Title	Guest Speakers
8:00 am – 10:00 am	Webinar Endorsement	NTDP Instructor Team
10:15 am – 10:30 am	Good of the Day and Announcements	NTDP Instructor Team
10:30 am – 11:00 am	Mini-Session: Adult Education Refresher	McCormick
11:00 am – 12:00 pm	Adapting Curriculum and Teaching	Tezel & Wiltz
12:00 pm – 1:00 pm	Lunch	
1:00 pm – 2:30 pm	The Training Community of Practice	Pusey
2:30 pm – 2:45 pm	Mini-Session: LNA	McCormick
3:00 pm – 4:00 pm	Student Presentation Prep	
4:15 pm – 4:30 pm	Wrap-up and Announcements	NTDP Instructor Team



Friday, September 16, 2016**Oak Room, Indiana Memorial Union**

Time	Session Title	Guest Speakers
8:00 am – 8:30 am	Good of the Day and Announcements	NTDP Instructor Team
8:40 am – 12:00 pm	Presentations , Oak & Hoosier Rooms <i>2 groups of 9 students, 15 minute presentations with a break</i>	NTDP Instructor Team & Students
12:00 pm – 1:00 pm	Lunch	
1:00 pm – 1:45 pm	Oh the Places You'll Go! <i>IDP competencies & Self-Assessment</i>	Pusey
2:15 pm – 3:00 pm	Evaluation and Post-Test	NTDP Instructor Team
3:00 pm – 3:30 pm	Graduation and Certificates	NTDP Instructor Team

PRACTICE TEACHING ENDORSEMENT SCHEDULES

One-on-One Endorsement Schedule

Wednesday, September 14, 2016

	Oak Room <i>Evaluators:</i> <i>Dems & McCormick</i> <i>Pusey & Wiltz</i>	Redbud <i>Evaluators:</i> <i>K. McCormick & Polzin</i> <i>Tezel & Howell-Beck</i>
Time	NTDP Student	
2:00- 2:15 PM	Duncan Lorich	Shandor Rockwell
2:20 – 2:35PM	Witmer Jarvis	Davis Hurston
2:40 – 2:55 PM	Rehn Bragg	Grewe Nevarez
3:00 – 3:15 PM	Elston Nelson	Sivley Wignall
3:20 – 3:35 PM	Flores	

Webinar Endorsement Schedule

Thursday, September 15, 2016

	Oak Room <i>Evaluators:</i> <i>Dems & McCormick</i>	Poplar Room <i>Evaluators:</i> <i>Tezel & Wiltz</i>	Hoosier <i>Evaluators:</i> <i>Pusey & Polzin</i>
Time	NTDP Student		
8:00- 8:15 AM	Shandor	Duncan	Lorich
8:20 – 8:35AM	Rockwell	Wittmer	Jarvis
8:40 – 8:55 AM	Davis	Hurston	Rehn
9:00 – 9:15 AM	Bragg	Grewe	Nevarez
9:20 – 9:35 AM	Elston	Nelson	Sivley
9:40 – 9:55 AM	Wignall	Flores	



Classroom Endorsement Schedule

Friday, September 17, 2016

Oak Room	
<i>NTDP Evaluators: Pusey, Dems & Polzin</i>	
Time	NTDP Student
8:40- 8:55AM	Saner
9:00 – 9:15AM	Wignall
9:20 – 9:35 AM	Nevarez
9:40 – 9:55 AM	Shandor
10:00 – 10:15 AM	Rockwell
10:20 – 10:35 AM	--BREAK--
10:40 – 10:55 AM	Davis
11:00 – 11:15 AM	Rehn
11:20 – 11:35 AM	Lorich
11:40 – 11:55 AM	Nelson

Poplar Room	
<i>NTDP Evaluators: McCormick, Tezel</i>	
Time	NTDP Student
8:40- 8:55AM	Grewe
9:00 – 9:15AM	Sivley
9:20 – 9:35 AM	Bragg
9:40 – 9:55 AM	Duncan
10:00 – 10:15 AM	Wittmer
10:20 – 10:35 AM	--BREAK--
10:40 – 10:55 AM	Hurston
11:00 – 11:15 AM	Jarvis
11:20 – 11:35 AM	Flores
11:40 – 11:55 AM	



DAY ONE

Monday, September 12, 2016

INTRODUCTION AND WELCOME TO THE COURSE

INSTRUCTORS/SPEAKERS: NTDP Instructor Team & Dr. Lynn Jamieson

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to*

- Summarize the institute goals, objectives, and outcomes
- Identify the elements of the NPS Training Competency Framework
- Meet others in the National Trainer Development Program

TRAINING AIDS:

- Priorities Flip chart
- Priorities Scoring sheet
- Clip board with paper
- Icebreaker Packets
- Ground Rules poster
- Parking Lot posters
- Prizes

HANDOUTS:

- Student Workbooks
- Breakout Session Assignments (Student Workbook)
- Resource/Appendix Section (Student Workbook)
- Competencies Document (Student Workbook)
- Activities Handout


FACILITATOR NOTES:


- Students will need very explicit directions. The concept of breakout sessions is introduced here and explained. The session opener and introductions will comprise much of the rest of the session.

POINTS TO REMEMBER:



- The students have gotten to know each other “virtually”, but have not met in the physical sense. It is an important moment, particularly when building a cohort
- As in each session, it is critical when “teaching teachers” that appropriate Instructional techniques are always modeled (model the model), and important teachable moments captured.



	METHOD	CONTENT	TIME
	Presentation	<i>NTDP Instructor Team & Dr. Lynn Jamieson</i> Welcome & Introductions <ul style="list-style-type: none">• Welcome group on behalf of Indiana University• Virtual Connections become REAL!• Introduce Students to Dr. Jamieson (name and park)• Introduce Instructor Team	15 min

	METHOD	CONTENT	TIME
	<p>Activity</p>	<p><i>McCormick</i></p> <p>Priorities Icebreaker</p> <ul style="list-style-type: none"> • Divide class 3 teams • Explain the rules of the game: • They have 10 minutes to do as many tasks as possible-They must do this as a group and safely! • A member of the instructor team must sign off on each activity • Unveil the numbered list of tasks- • Take a quick vote to determine winning team. Distribute prizes to that team. • How did teams decide what tasks they wanted to do? Most groups will analyze the time the task will take and/or the difficulty level, compare it with the value (possible number of points), and prioritize as a result. We do this when managing our time, too: we often choose the high-yield, low-effort tasks over the low-yield, high-effort tasks (and rightly so!). • Are any decisions based on task dependencies? For the name card task, for example, teams received bonus points if they used team nicknames. Performing these two tasks together would triple the points received. This often happens in life, too – batching tasks increases your results exponentially. • What group dynamics came into play? If participants knew each other before, they may feel more comfortable performing a personally risky activity, like singing a song. This comes into play when prioritizing tasks, too; we're more likely to stay within our comfort zone, especially if we're working in a team. <p>Icebreaker Showdown!</p> <ul style="list-style-type: none"> • Place in groups and give an icebreaker • Each group will: <ul style="list-style-type: none"> ○ Explain the icebreaker to the class ○ Explain where it would be best used ○ Talk about the pros and cons of the particular ice breaker they were given • The VanGogh in all of us (Bragg, Davis, Duncan, Grewe) • Puzzle Dilemma (Nevarez, Hurston) • Where in the World? (Shandor, Rehn) • Would you rather (Rockwell, Lorch, Nelson, Flores, Witmer) • Scavenger Hunt (Jarvis, Wignall, Sivley, Elston) 	<p>20 min</p>



	METHOD	CONTENT	TIME
	Presentation	<p><i>McCormick</i></p> <p>Content Presentation</p> <ul style="list-style-type: none"> • Logistics – general building orientation; bathrooms • Pass out Materials 	5 min
	Presentation	<p><i>Pusey</i></p> <p>Outline of the Workshop and Structure</p> <ul style="list-style-type: none"> • Short presentation on your instructor profile today. • All will be asked to present a 15-minute session via webinar on Wednesday and to peers and evaluators on Friday. <ul style="list-style-type: none"> ◦ Materials for the practice teaching to be distributed later • Review RUBRIC tool that is in Appendix (for practice teaching). • Review overall objectives of course and tie objectives to TDP competencies. <p>Evaluation</p> <ul style="list-style-type: none"> • Course evaluation is located in back of the Student Workbook. • Instructor evaluations will be distributed daily. • Explain the importance of instructor and course evaluation. • Feedback will guide the revision of this course. 	20 min

Activity	Points	Check
Run a lap around the room	5 points	
Create something for an instructor to wear, such as a hat or tie	10 points: 5 bonus points if the instructor actually wears it	
Find out something unique about each person on your team and write it down	5 points	
Sing a song together (must sing at least 1 verse and a chorus)	15 points	
Make a paper airplane and throw it from one end of the room to the other	10 points	
Get everyone in the room to sign a single sheet of paper	5 points	
Assign a nickname to each member of the team and write it down	5 points	
Create team name cards for each team member	5 points; bonus 5 points if you use your nicknames	
Convince another member of a team to join you	20 points	
Name your team and come up with a slogan	5 points for the name and 5 points for slogan	
Re-create the sounds of the Amazon forest using just your voices	10 points	
Make a list of what your team wants to get out for the workshop	15 points	
Form a conga line and conga from one end of the room to the other	5 points: 10 bonus points if someone joins the line	
Line up from shortest to tallest	5 points	
Take a picture of 5 things that begin with the letter "P"	5 points	



INSTRUCTOR PROFILE PRESENTATIONS

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 2 hours, 15 minutes

OBJECTIVES: *At the end of this session, students should be able to*

- Organize and deliver information regarding their instructor biography
- Demonstrate appropriate instructional techniques in a classroom
- Use the feedback given by the instructors to improve their Practice Teaching presentations

TRAINING AIDS:

- Time cards (2 minutes, 30 seconds, stop)

HANDOUTS:




- Instructor Profile Presentation Evaluation

FACILITATOR NOTES:

- Stop students promptly at 5 minutes, otherwise the session may run long.
- Provide constructive criticism to the students on their rubrics. Feedback provided now is designed to help them with their practice teaching endorsements.

POINTS TO REMEMBER:

- Students have three minutes to set up and 5 minutes to present.
- Instructors should make notes on each student's evaluation as they speak. During the next student's setup, instructors should finalize their thoughts.

	METHOD	CONTENT	TIME
	Presentation	<p>McCormick Introduction</p> <ul style="list-style-type: none"> • Review the Instructor Profile Assignment. <ul style="list-style-type: none"> ○ Students created an instructor profile sheet and 1 PPT slide (visual aid) <ul style="list-style-type: none"> ○ Students should introduce themselves, discuss their teaching background, and highlight key parts of their teaching philosophies and beliefs ○ During this presentation, students should model appropriate audience engagement techniques. Student presentation will be evaluated by the instructor team. The feedback that you receive should be used to help you craft the Practice Teaching presentation that you will deliver on Friday. • Remind students that they have 5 minutes to present. <ul style="list-style-type: none"> ○ Time cards will be displayed when the student has 2 minutes remaining, 30 seconds remaining, and STOP. • Ask if students have any last questions. 	10 min
	Presentation	<p>Students Student Presentations</p> <ul style="list-style-type: none"> • Three minutes to set up. • Five minutes to present. • Instructors will hold up time cards at appropriate time increments. • Instructors will provide written feedback after each presentation 	90 min
	Presentation	<p>Dems Conclusion</p> <ul style="list-style-type: none"> • Thank the students for their presentations. • Inform the students that they will receive their feedback sheets at the end of the day. • Students should report back for the next session at 1:00 PM. • Dismiss students for lunch. 	5 minutes



FOSTERING YOUR PASSION FOR TEACHING

INSTRUCTORS/SPEAKERS: Dr. Dana Anderson

SESSION LENGTH: 1 hour, 30 minutes

OBJECTIVES: *At the end of this session, students should be able to*

- Articulate personal reasons for teaching adults

PRACTICE TEACHING – ENDORSEMENT ASSIGNMENTS

INSTRUCTORS/SPEAKERS: Pusey, Tezel, Dems, & Polzin

SESSION LENGTH: 1 hour, 15 minutes

OBJECTIVES: *At the end of this session, students should be able to*

- Articulate the process of practice teaching in the National Trainer Development Program.

TRAINING AIDS:

- PPT with the week's calendar on it-highlighting when things are happening
- Flip Chart
- Markers

HANDOUTS:

- Sample Lesson Plan (Student Workbook)
- Practice Teaching Guidance (Student Workbook)
- Practice Teaching Lesson Plans


FACILITATOR NOTES:


- None.

POINTS TO REMEMBER:


- On Friday, the students will start the day together and then break out into groups. The group will re-convene after lunch.
- The final scores will be sent out the following week via email.
- Students MAY NOT switch lesson plans.
- Re-emphasize that the objectives are firm, they may not be altered, however the students may personalize the topic by selecting delivery method and style.





	METHOD	CONTENT	TIME
	Presentation	<p>Dems</p> <p>Practice Teaching Explanation</p> <ul style="list-style-type: none">• Highlight the 3 endorsement periods on the agenda:<ul style="list-style-type: none">○ <i>Wednesday: One-on-One</i>○ <i>Thursday: Webinar</i>○ <i>Friday: Classroom</i>• Point out that lesson plans for the webinar and classroom practice teaching are due on Wednesday morning.• Highlight the Help Desk sessions held throughout the week<ul style="list-style-type: none">○ Help Desk sessions are times when the instructors are available to provide guidance on the practice teaching assignments• Introduce next presenter; they will describe the teaching assignments in detail.	10 min

	METHOD	CONTENT	TIME
	Presentation	<p>Pusey</p> <p>Description of Practice Teaching Assignments</p> <ul style="list-style-type: none"> • The final assignments for this class will be the presentation of three lessons. • You will demonstrate important topics that they learned about through the e-courses and Instructor Institute. • To present a good lesson, we encourage you to do some research on the topics of your presentations. This will help you determine what you should and should not include in your presentations. <p>Briefly review the three training environments:</p> <ul style="list-style-type: none"> • Introduce the <i>one-on-one</i> endorsement <ul style="list-style-type: none"> ○ Students have been given the topic prior to the Institute ○ Students will teach their lessons to a 'student' from the Epley Institute on Wednesday- ○ They will provide a lesson plan on Day One • Introduce the <i>webinar</i> endorsement <ul style="list-style-type: none"> ○ Students will be given a topic to present the learning objectives must be strictly adhered to ○ Students may personalize the lesson by selecting an appropriate delivery style and activity ○ Students must submit their lesson plan on Wednesday morning • Introduce the <i>classroom</i> endorsement <ul style="list-style-type: none"> ○ Students will have the same topic to present as the webinar; the learning objectives must be strictly adhered to ○ Students may personalize the lesson by selecting an appropriate delivery style and activity ○ Students must submit their lesson plan on Wednesday morning 	10 min





	METHOD	CONTENT	TIME
	Presentation	<p>Pusey</p> <p>Review the Lesson Plan expectations</p> <ul style="list-style-type: none">• Students are required to submit their Webinar and Classroom teaching lesson plan for review on Wednesday morning.• It is expected the submitted lesson plans will be detailed and include<ul style="list-style-type: none">○ A detailed description of content that will be taught○ Identification of the delivery method (e.g., presentation, questioning, polls, activity)○ Planned time increments for each learning segment○ Identification of training materials• When the instructor team reviews the student's LPs we will be looking for connection between planned instruction and the learning objectives, appropriate audience engagement techniques, and appropriate use of training materials and classroom space	5 min



	METHOD	CONTENT	TIME
 	<p>Discussion Activity</p>	<p><i>Tezel</i></p> <p>Discuss how personalizing and modifying differ</p> <p>NOTE: This topic will be discussed in further detail later in the week as well</p> <ul style="list-style-type: none"> • Using a flipchart, make a two column T-chart- one column is titled Personalize and one is titled Modify • Discuss that the practice teaching lesson plans are standardized; meaning the learning objectives and content may not be modified (altered, added to, or ignored) • Invite participants to help you fill in the chart <ul style="list-style-type: none"> ○ What constitutes personalizing a lesson plan? <ul style="list-style-type: none"> ▪ Personalizing means you adhere to the objectives and 'spirit' of the topic <u>and</u> use your personal teaching style to select appropriate delivery methods, engagement techniques, and activities ○ What constitutes modifying a lesson plan? <ul style="list-style-type: none"> ▪ Modifying means you alter, add, or ignore the standardized learning objectives or content • Summarize discussion key points from chart. <p>Activity: Review the sample lesson plan provided in the Student Workbook.</p> <ul style="list-style-type: none"> • Give students time to review the lesson plan. • Ask students to consider how the lesson plan might be modified (add their responses to the chart) • Ask students to consider how the lesson plan might be personalized (add their responses to the chart) • Review key points from the chart 	<p>30 min</p>



	METHOD	CONTENT	TIME
	Presentation	<p><i>AMP Training Team</i></p> <p>Distribute Teaching Assignments</p> <ul style="list-style-type: none">• Each lesson plan topic will feature a title, learning objectives, and the content to be presented.• Please take a couple of minutes to read over your lesson plan.• (Hand out the lesson plans).• We strongly encourage you to practice giving your lessons in the following days before the presentation.	5 min
	Discussion	<p><i>AMP Training Team</i></p> <p>Conclusion</p> <ul style="list-style-type: none">• Ask for questions.• Remind students they must submit their lesson plans for review on Wednesday morning.	15 min

WRAP-UP & ANNOUNCEMENTS (MONDAY)**INSTRUCTORS/SPEAKERS:** NTDP Instructor Team**SESSION LENGTH:** 15 minutes**OBJECTIVES:** *At the end of this session, students should be able to:*

- List the most important and most unclear information they have received from the day's sessions
- Clarify their needs by providing instructors with additional information they want from the course
- Review course objectives met during the day and what to expect the next day

TRAINING AIDS:

- Flip chart
- markers

HANDOUTS:

- Quick Reflection (Handout)
- Instructor Evaluation




FACILITATOR NOTES:

- This session serves the following purposes:
 - Helps learners to reflect on and reinforce information from the first objective.
 - Provides the chance to clarify information, ensure objectives are being met, and shape future session content if necessary.
 - Allows instructors to informally evaluate students' learning.

POINTS TO REMEMBER:

- While this session will serve as an evaluation of the day's events and provide feedback to the facilitators, it also should be used to review and reinforce the course content learned.
- Facilitators should provide a brief synopsis of what will be covered the next day.



	METHOD	CONTENT	TIME
 	Activity Discussion	<i>NTDP Instructor Team</i> Quick Reflection Introduce activity and purpose. Give one minute to jot down ideas about <ul style="list-style-type: none"> • Most important information from the day • Unclear information Collect Quick Reflection papers and Instructor Evaluations. <ul style="list-style-type: none"> • Explain that the instructors and course coordinators will review them and provide a chance for discussion the following morning. 	10 min
	Presentation	<i>NTDP Instructor Team</i> Review Course Objectives and What to Expect <ul style="list-style-type: none"> • Review course content accomplished • Review what objectives will be met tomorrow 	5 min

Quick Reflection Papers

What was the best thing you learned/experienced today?

What unanswered questions do you have from today?

1) _____

2) _____

Quick Reflection Papers

What was the best thing you learned/experienced today?

What unanswered questions do you have from today?

1) _____

2) _____



DAY TWO

Tuesday, September 13, 2016

GOOD OF THE DAY (TUESDAY) & ANNOUNCEMENTS

INSTRUCTORS/SPEAKERS:

NTDP Instructor Team

SESSION LENGTH:

30 minutes

TRAINING AIDS:

- Puzzle Pieces

HANDOUTS:

- None

FACILITATOR NOTES:

- The goal of the icebreaker is to demonstrate a way to put people into teams and energize the group for the day
- Resist the temptation to provide directions during the activity and make sure there is enough time to debrief the activity properly



	METHOD	CONTENT	TIME
<input type="checkbox"/>	Presentation	<p><i>NTDP Instructor Team</i></p> <p>Announcements</p> <ul style="list-style-type: none"> • Welcome students back. • State any needed announcements here. • Review any parking lot questions • Review agenda for the day • Review Group Assignments Handout for the day 	10 min
<input type="checkbox"/>	Activity	<p><i>NTDP Instructor Team</i></p> <p>Pieces of the Puzzle</p> <ul style="list-style-type: none"> • Invite the participants to assemble in a large circle • Tell them that they are going to do an icebreaker and they have 10 minutes • Give three puzzle pieces to each participant • Walk away without giving any instructions 	10 min
<input type="checkbox"/>	Debrief	<p><i>NTDP Instructor Team</i></p> <p>Questions</p> <ul style="list-style-type: none"> • Did the lack of instructions slow the group down? <ul style="list-style-type: none"> ◦ How does that translate to the classroom? • Did people know how to get help? <ul style="list-style-type: none"> ◦ When you are teaching, do you provide direction to your learners about how they can get help? • Flip-side: Can you over-manage a session or classroom? What does that look like? 	10 min

PACKING YOUR TRAINING SUITCASE

INSTRUCTORS/SPEAKERS: Jenny Dems

SESSION LENGTH: 45 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Identify materials required for a training
- Define your role in creating a successful training
- Create a trainer checklist

TRAINING AIDS:

- Flip chart
- markers

HANDOUTS:

- Trainer Checklist with spaces to add more items



FACILITATOR NOTES:

- This session serves the following purposes:
 - How to communicate with your class beforehand if you have to (use NTDP as an example- content endorsement)
 - How to organize materials
 - How to prepare yourself for a training (like reading your materials ahead of time, making notes, etc)
 - Plan for challenges ahead of time


POINTS TO REMEMBER:

- Use personal stories to highlight this session- You may even wish to tell a story when you felt less-than-prepared and contrast it with a story where you were “on top of your game” and very prepared
- There are items in this lesson that apply to other lessons (team teaching for example)-Try not to go into too much detail but rather, keep it high level for your learners
- The learners will likely have a lot to offer, so allow them to share their ideas and record on a flip chart if necessary




	METHOD	CONTENT	TIME
 	Activity Discussion	<p><i>Jenny Dems</i></p> <p>Review Learning Objectives</p> <p>One Minute Musings Introduce activity and purpose. Give one minute to jot down ideas about</p> <ul style="list-style-type: none"> • Think about when you have gone on a trip or a vacation and have forgotten an essential item- How did you plan (or not plan) for that trip? What would you have done differently? • You have done some webinar recordings- In thinking only about planning for that webinar- what would you do differently this time? <p>Instructor Note: After one minute, record some of the ideas on a flip chart-You can use it for later reference for adding (or validating) items on the trainers checklist</p>	10 min



	METHOD	CONTENT	TIME
	Presentation	<p><i>Jenny Dems</i></p> <p>Before you go (or prepare for a webinar)</p> <ul style="list-style-type: none"> • Do you need to communicate with your class ahead of time? (Refer to the trainers' checklist and tell the class we will add to it later in the session)- Use the example of the content endorsement <ul style="list-style-type: none"> ○ Logistics (Hotel, Start-times, contact information, etc) ○ Pre-requisites if any ○ What to bring • Organize your materials- Before you go, <ul style="list-style-type: none"> ○ make sure you have all your training materials (either on site or carry it with you) ○ If you are using a Google site for supplemental materials, check to make sure it is organized ○ Bring a copy of EVERYTHING on a thumb drive if all else fails • Prepare! Prepare! Prepare! <ul style="list-style-type: none"> ○ Read all your materials ○ Jot down notes in your copy of your manual (or however you like to organize your information- like perhaps on an i-pad) ○ If you are team teaching, work with your co-instructor (even for a webinar) 	10 min



	METHOD	CONTENT	TIME
	Activity	Create Your Trainer's Checklist <ul style="list-style-type: none">• Put the students into pairs (and one triad)• Give the students the following directions:<ul style="list-style-type: none">○ This is the FMSS Training Checklist that we use for trainings○ In your pairs, review the checklist and add to it as needed○ Then, in the blank space for Trainer's Checklist for webinars, jot some notes down• Debrief the activity-<ul style="list-style-type: none">○ Ask the dyads to share of their "best" ideas for the checklist○ When asking students for input, ask to share only ideas that they have NOT heard thus far in the debrief, because there is not a great deal of time for the activity- Collect the work that they have done and explain that the training team will compile and post a complete trainers checklist	25 min



SETTING THE STAGE: WEBINAR

INSTRUCTORS/SPEAKERS: Zach Carnagey

SESSION LENGTH: 1 hour, 30 minutes

OBJECTIVES: *At the end of this session, students should be able to*

- Identify the main components of a webinar training environment
- Define the process for creating an interactive experience for learners
- Recognize the importance of pre-webinar preparation
- Employ best practices for webinar delivery

TRAINING AIDS:

- Pod cut-outs
- SB: Best Practices for Presenting a Webinar (pdf)
- SB: Webinar Best Practices Diagram
- Blue pens

HANDOUTS:

- Setting the Stage: Webinar LP (without student materials) and Setting the Stage: Webinar Design Alignment
- A Pod for All Seasons
- Best Practices for Designing a Webinar Pre-Test
- Layout Design Scenarios







FACILITATOR NOTES:

- Students will be required to design and present a webinar as part of their teaching endorsement. On Monday, they will receive their teaching topic and on Thursday they are expected to present the topic in their Adobe Connect sandbox room.

POINTS TO REMEMBER:

- There is a lot in this lesson – to complete everything means requires close adherence/balance of timing.

INSTRUCTIONAL METHODS:

-  Activity
-  Debrief
-  Discussion
-  Instructor Management
-  Presentation
-  Prezi











Video




	METHOD	CONTENT	TIME
	Instructor Management	<p>Prep</p> <ul style="list-style-type: none"> • Load PPT • Sign in to Connect: <ul style="list-style-type: none"> ◦ https://connect.iu.edu/ntdpwebinar <ul style="list-style-type: none"> ◦ Check PPT loads in share pods – Standard and Super Secret Tips • Sign in to Exchange: <ul style="list-style-type: none"> ◦ https://www.exchange.iu.edu • Ensure someone on the training team has instructor email saved for sending pictures. 	n/a
	Presentation	<p>Introduction</p> <p>“When I was in school my very first pedagogy teacher, Stephen Jones, said, ‘Give your students the best most important thing in your lesson <i>first</i>. Don’t make them wait for it.’ So here it is for this session, it’s a quote</p> <p>[SLIDE] ‘The brain learns best when:</p> <ul style="list-style-type: none"> • Solving problems • For survival • Outside • Under uncertain meteorological conditions • While in constant motion’ <p>Let me repeat that (repeat). Can you think of a more oppositional learning environment than a webinar? I want to give credit to John Medina for both for that quote and even that shtick – he’s researcher and the writer of Brain Rules.</p> <p>The reason why this is the most important thing, the gem from this session, is to let you know what you’re up against and challenge you to overcome it.”</p> <ul style="list-style-type: none"> • Introduce self <ul style="list-style-type: none"> ◦ [SLIDE] CIB • [SLIDE] Learning outcomes <p>HO: LP and Design Alignment</p>	2 min



	METHOD	CONTENT	TIME
	Discussion	<p>Hook</p> <ul style="list-style-type: none"> • “What are your greatest fears in presenting a webinar?” <ul style="list-style-type: none"> ○ (depending on interest, point out that this question touches on “Solving problems For survival.” ○ The best medicine for your fears is preparation and practice. • “What have been your best experiences in presenting webinars?” <ul style="list-style-type: none"> ○ “How can you replicate that?” 	5 min
 	Activity Presentation	<p>Components of the webinar training environment</p> <p>Although we’re focusing on Connect, most of what we’re going to be learning today can apply to most platforms because it’s more about how can you match your technology to your learning outcomes. This is no different than matching the right classroom technology</p> <p><i>HO: A Pod for All Seasons</i></p> <ul style="list-style-type: none"> • [SLIDE] Directions: On “A Pod for All Seasons” individually write under what circumstance you should use a particular pod (3 min). • Table share (3 min). • Class share (10 min). 	20 min
	Activity	<p>Creating an interactive experience for learners</p> <p><i>HO: Best Practices for Designing a Webinar Pre-Test</i></p> <ul style="list-style-type: none"> • [SLIDE] Complete Pre-test: Best Practices for Designing a Webinar (2 min) • Read: Best Practices for Designing a Webinar (3 min) • Correct answers using blue pens (2 min) • Check answers • Discuss: Any comment/disagreement with these? • Choose one of these that is new, and write down how you implement it in your webinar this week. 	10 min



	METHOD	CONTENT	TIME
	Presentation	<p>Demo: Using Layouts in Connect</p> <ul style="list-style-type: none"> • “Layouts” are a collection and orientation of pods • By using “Layouts” you can have a lot of different interactions already set up, so you don’t have to bumble with menus and resizing pods WHILE you’re teaching • Create layouts based on your learning outcomes. • Locate and size things based on their priority WITHIN the boundaries of tech and user experience. <ul style="list-style-type: none"> ○ Locate: Arrange using F-Patern ○ Size: Important or hard to see things should be big. HOWEVER, keep in mind spanning text [see the default “Presentation” layout]. Keep in mind different sized screens. • Keep in mind that you need to engage your audience at least every seven minutes, and I suggest more. <ul style="list-style-type: none"> ○ “Are there any questions?” is not engagement. 	5 min
	Activity	<p>Matching tech to your outcomes</p> <p><i>HO: Layout Design Scenarios</i></p> <ul style="list-style-type: none"> • [SLIDE] Directions: “Tables will receive a Layout Design Scenario and paper cut-outs of Connect pods of different sizes (there should be enough of each size – if not, improvise). Your goal is to create at least two layouts that best meet these learning outcomes. Be ready to justify your answers both pedagogically AND from a user experience point of view.” • Distribute paper “pods” to groups (10 min) • Groups report out (15 min) <ul style="list-style-type: none"> ○ Before presenting, have one of the instructor team take photos of the layouts and then email so the whole class can see. 	30 min

	METHOD	CONTENT	TIME
	Discussion	<p>The importance of pre-webinar preparation</p> <ul style="list-style-type: none"> • [SLIDE] “What horror stories have you experienced either giving or participating in a webinar?” <ul style="list-style-type: none"> ○ “How could these have been alleviated with preparation?” • [SLIDE] Pre-Webinar Prep Checklist 	10 min
	Activity	<p>Best practices for webinar delivery</p> <p>SB: <i>Best Practices for Presenting a Webinar</i> SB: <i>Webinar Best Practices Diagram</i></p> <ul style="list-style-type: none"> • [SLIDE] Read “Best Practices for Presenting a Webinar” using INSERT • For any questions, answer • Draw/label the diagram for any [+] <ul style="list-style-type: none"> ○ Add [-] or [?] as appropriate 	15 min
	Debrief	<p>Pull back the curtain (as time allows)</p> <ul style="list-style-type: none"> • Setting the Stage: Webinars Design Alignment <ul style="list-style-type: none"> ○ Notice how this changed? Why? • Classroom technology: PPT is a tired technology that has a lot of negative baggage. What are the pros and cons of using it today? • Session flow: When we were talking about pods, we started with mostly group work with A Pod for All Seasons, then, then we did an individual reading/writing activity, then we went back to talking about when to use pods as a group. What are some advantages and disadvantages of breaking up modalities within the same subjects? <ul style="list-style-type: none"> ○ Physiological: To give your brain a chance to rest from this subject and re-attend to a new subject, which heightens impact ○ Psychological: to give introverts a chance to recharge ○ Pedagogical: mutli-exposure through text and then application 	n/a



MINI-SESSION: BLENDED LEARNING**INSTRUCTORS/SPEAKERS:** Christy McCormick**SESSION LENGTH:** 30 minutes**OBJECTIVES:** *At the end of this session, students should be able to:*

- Compare blended learning training environments
- Identify strategies to integrate satellite participants with in-person participants
- List technology required to conduct blended learning training

TRAINING AIDS:

- Video capability for youtube video-https://www.youtube.com/watch?v=DYu_bGbZiiQ

HANDOUTS:



- None

FACILITATOR NOTES:


- This session serves the following purposes:
 - The conference call video is meant to show the learner that technology can be mis-used, but it has also become a part of our daily lives.
 - When walking through the case study, talk mostly about technology and less about the ability of the instructors to successfully integrate the remote students.

POINTS TO REMEMBER:


- After the video and short PPT discussion, if time permits, ask the students to arrange their chairs in a circle to have a discussion

	METHOD	CONTENT	TIME
	Presentation	Christy McCormick Introduce Learning Objectives	10 min
	Video	<p>A Conference Call in Real Life Play the video for the students-Ask them:</p> <ul style="list-style-type: none"> • Why is this so funny? • How does this apply to understanding how blended learning has to incorporate and acknowledge technology into the design <p>INSTRUCTOR NOTE: Remind the students that we are using and incorporating terms and words that might be unfamiliar to the them, so use the notes page on the student materials</p>	




	METHOD	CONTENT	TIME
	Presentation	<p>Christy McCormick</p> <p>Define Blended Learning</p> <ul style="list-style-type: none"> ○ “Blended Learning combines face-to-face with distance delivery systems” <p>Osguthorpe, R. T., & Graham, C. R. (2003). Blended Learning Environments Definitions and Directions. <i>Quarterly Review of Distance Education</i>, 4(3), 2003rd ser., 227-233. Retrieved August 08, 2016, from EBSCO.</p> <ul style="list-style-type: none"> ○ One of the goals of a blended learning environment is cost effectiveness, but the time involved to create and manage some of the distance delivery systems is actually very time consuming ○ Types of blended environments <ul style="list-style-type: none"> ▪ Simple environment: Watch a video or do an e-course before attending a classroom course ▪ Complex environment: What the National Trainer Development Program has-Self-study on-line e-courses and discussion forums (asynchronous) combined with live webinars and classroom training (synchronous) ▪ Difference between the simple and complex environment? It allows for student-to-student interaction through the Discussion forum and also provides for instructor intervention to the students ● Question: Did you feel you got to know your fellow students before coming to the Institute? 	5 min



	METHOD	CONTENT	TIME
	Presentation	<p>Involving satellite participants into a live class: A Case Study and Lessons Learned</p> <ul style="list-style-type: none"> • Combining live students with remote participants- There are a lot of articles that discuss the advantages and disadvantages of face-to-face vs distance education- but not many that talk about how to combine them- • The details: <ul style="list-style-type: none"> ○ A face-to-face class was planned on Accessibility for Historic Structures/Cultural Resources ○ There were 5-8 potential participants that were not able to travel to the class but were interested in attending “virtually” ○ Planning-Adobe Connect and Swivl technology would be used to include remote participants-The instructors would wear microphones and a technology specialist would run all the equipment and relay questions from the remote participants to the instructors. There was a field experience component, where the video would stop and the remote participants would come back after the field experience-A feedback form would be used to record successes and limitations of the technology and, to some degree, the instructors ○ Outcomes: Evaluations were conducted to the remote students and for the most part they found it to be a positive experience. ○ Limitations: The microphone did not pick up the classroom student questions and the instructors did not repeat the question for the remote participants. The SWIVL battery did not last through the entire day-A mixer was needed to be able to pull audio from multiple sources. Another SWIVL would have been helpful to allow for the students to see more of the classroom-Clear instructions were not given to the remote participants for an activity-(Use the quote from the feedback form)- Climate control was a huge issue 	10 min



	METHOD	CONTENT	TIME
	Debrief	Planning, Planning, Planning-What we learned <ul style="list-style-type: none">• Everyone has to be involved in the planning (Technology, Evaluation, Instructors)• The Instructional Design needs to be deliberate in how to involve remote participants (to be fair, this was sprung on the participants somewhat last minute)	

MINI-SESSION: ONE-ON-ONE

INSTRUCTORS/SPEAKERS: Sandy Pusey

SESSION LENGTH: 30 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- List unique qualities of one-on-one training
- List challenges of one-on-one training
- Contrast one-on-one training with other training environments

TRAINING AIDS:

- Flip Chart and Markers

HANDOUTS:

- [Click here to enter text.](#)



FACILITATOR NOTES:

- This session serves the following purposes:
 - To help the students prepare for their one-on-one teaching assignment

POINTS TO REMEMBER:

-
-



	METHOD	CONTENT	TIME
	Presentation	Sandy Pusey Introduce Learning Objectives	10 min
	Discussion	<p>Defining one-on-one instruction Two people interacting directly, usually with one teaching or giving information to the other. (Oxford Dictionary)- Most closely aligned with a liberal philosophy of education-Where one is the clearly the expert and one is the learner</p> <p>What are some unique advantages of one-on-one learning? (Record on flip chart) Advantages-</p> <ul style="list-style-type: none"> • The learner has the teacher's complete attention • The learner may be able to contribute more to the learning process by articulating his/her needs • There are fewer time constraints (i.e. they can skip through areas that the learner grasps and spend more time on areas where there might be more confusion or misunderstanding of the content) • You, as a teacher can adapt the delivery method to meet the learner need (i.e. you can demonstrate and then have the student practice, or you can watch the student as he/she applies the activity) • You can do it in person, on the phone, through a webinar, screen sharing • Write your own thoughts below: <p>What are some challenges to one-on-one instruction? Disadvantages-</p> <ul style="list-style-type: none"> • The potential for exhaustion, both on the part of the instructor and learner from too much interaction • It can be difficult to measure progress without being to compare to other students • No "sink in time" for the learner, like you might have in a group 	



	METHOD	CONTENT	TIME
		<ul style="list-style-type: none"> • The learner also does not benefit from what other students might ask (i.e. they don't know what they don't know) • Write your own thoughts below 	
☺	Discussion	Sandy Pusey Types of Learners <ul style="list-style-type: none"> • Remember your VARK! How might that influence the way you teach? • Record on flipchart 	10 min
🎥	Video	Do you recognize some of these learners? <ul style="list-style-type: none"> • I can't remember anything from our last session- (Show the first minute of Dory in Finding Nemo- https://www.youtube.com/watch?v=ixVaAQVEISM) • I know more than you- https://www.youtube.com/watch?v=XFWeoxrhE8) • The learner that struggles https://www.youtube.com/watch?v=QYZfcFzcwXo&feature=player_embedded • The conscript-Students who are disinterested- https://www.youtube.com/watch?v=Ws5tZ59JDDk 	5 min



	METHOD	CONTENT	TIME
😊	Discussion	Questions about your one-on-one endorsement?	5 min

TEAM TEACHING**INSTRUCTORS/SPEAKERS:** McCormick and Tezel**SESSION LENGTH:** 1 hour**OBJECTIVES:** *At the end of this session, students should be able to:*

- Recognize the different models of team teaching
- Articulate the benefits of team teaching
- List the potential pitfalls of team teaching
- Use and add to the Team Teaching Plan sheet to plan instruction

TRAINING AIDS:

- Flip chart
- markers
- Map of National Park System
- State quarters

HANDOUTS:


- Team Teaching Plan





FACILITATOR NOTES:




- This session serves the following purposes:
 - Helps learners to reflect on and reinforce information from the first objective.
 - Provides the chance to clarify information, ensure objectives are being met, and shape future session content if necessary.
 - Allows instructors to informally evaluate students' learning.

POINTS TO REMEMBER:


- It will be important to "model the model" in this session, showing appropriate handoffs, instructor positioning, support of each other, etc.

- Any time you see this icon  you should be aware that you are actually modeling what you are teaching.

	METHOD	CONTENT	TIME
  	Activity Discussion	<i>NTDP Instructor Team</i> Introduction/Attention Getter Model teacher conflict with the “Quarter” Icebreaker <ul style="list-style-type: none"> • Give all students a state quarter. • Try to get one from Delaware. (One of the newest parks) • Tell students they need to identify a national park located in each state. • One teacher (McCormick) is explaining the ice breaker while the other (Tezel) is being rude. Pacing in front of person explaining the ice breaker, mocking the person, talking to the students, perhaps from back try to teach the lesson. • Once done with ice breaker, ask students to evaluate the ice break, what went wrong? • Emphasize the need to work together with team teaching to avoid these sorts of distractions. 	10 min
	Presentation	<i>Mark Tezel</i> Review Learning Objectives and tell a story <ul style="list-style-type: none"> • Show a real comment made by a training participant that highlights the idea that people notice bad behavior in team teaching. 	5 min

	METHOD	CONTENT	TIME
	Presentation	<p><i>Christy McCormick</i></p> <p>Team Teaching Models</p> <ul style="list-style-type: none"> • Advise the students to take notes. • Traditional Team Instruction: <ul style="list-style-type: none"> ○ Both teachers share the instruction of content and skills to all students. ○ High level of experience of both, high level of trust. • Complimentary/Supportive Instruction: <ul style="list-style-type: none"> ○ New instructor with an experienced instructor. ○ One teacher assumes the lead, while the other supports by helping to facilitate activities (records on flipchart, makes notes of instruction for course corrections, etc.). • Parallel Instruction: <ul style="list-style-type: none"> ○ The class is divided into two groups and the instructors present the same content to each group, concurrently. • Monitoring Instruction: <ul style="list-style-type: none"> ○ One teacher assumes the responsibility for all content, while the other “monitors” for learner understanding and observation. • Webinar: <ul style="list-style-type: none"> ○ The main presenter, someone to run the chat, <p>Note: It is not necessary to memorize these but rather be in agreement as to which you are employing. Also, multiple models may be incorporated during a training event, depending on the needs of the learners and the instructional content.</p> <ul style="list-style-type: none"> • Call out Guiding Questions-“What have you seen this week?” <ul style="list-style-type: none"> ○ Traditional team instruction <p>“What have you seen in previous trainings?”</p>	10 min
 	<p>Activity Discussion</p>	<p><i>Mark Tezel</i></p> <p>Benefits of Team Teaching</p> <ul style="list-style-type: none"> • Show of hands- How many of you have team taught? (Discuss) 	10 min



METHOD	CONTENT	TIME
	<ul style="list-style-type: none">• Show of hands- How many of you have team taught with someone you had not known previously? (Discuss)• What are some benefits of team teaching?<ul style="list-style-type: none">○ Produces a Lower teacher to student ratio○ Someone to draw inspiration from○ Someone to provide constructive feedback○ The ability to monitor learners for understanding○ Supportive Environment○ A second set of ears to answer questions○ Back-up○ Synergy○ Helps instructors to re-focus <p>Disadvantages of Team Teaching</p> <ul style="list-style-type: none">• Planning-It takes longer to coordinate with your fellow instructor• Spontaneity- Some of this may be lost because you have the other instructor to consider• Students having to get accustomed to a different teaching style• May be more difficult for students to link concepts• One may “take-over”• Cost <p><i>McCormick writes notes on the flipchart-</i></p> 	

METHOD	CONTENT	TIME
	<p><i>Mark Tezel</i></p> <p>Team Teaching Plan</p> <ul style="list-style-type: none"> • Introduce Team Teaching Plan- <ul style="list-style-type: none"> ○ Divide group into teams of 3 or 4 ○ The learners bring with them professional experience working in teams (i.e., work groups, committees, etc.). This activity will redirect their current knowledge into a team teaching context. ○ Have teams fill in the blanks. • After students have finished, instructors lead debrief where students share team teaching techniques that they developed. • Use flip chart to record answers. 	25 min



ACCESSIBILITY FOR ALL

INSTRUCTORS/SPEAKERS: Michelle Monroe-Cook

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*

- Define accessibility and related terminology
- Locate accessibility laws and regulations that apply to learning environments
- Define the requirements of an accessible learning environment
- Prepare a learning environment to accommodate accessibility needs for learners

TRAINING AIDS:

- Flip charts (distributed on tables)
- Polling device

HANDOUTS:

- None.

FACILITATOR NOTES:



- This session serves the following purposes:
 - Provide students with an introduction to disability and accessibility conditions and characteristics that can affect the learning environment.
 - Stress to students that a proactive approach to accessibility will lead to successful outcomes for trainers and learners alike.

POINTS TO REMEMBER:

- When faced with a need to alter the learning environment or information delivery to accommodate individuals with disabilities, ensure that the “essential” components of the experience are preserved for all learners.
- Practice flexibility and creativity.
- Maintain open lines of communication regarding the “needs” of learners with disabilities.

	METHOD	CONTENT	TIME
😊	Discussion	<p>Monroe-Cook</p> <p>Introduction/Discussion</p> <ul style="list-style-type: none"> • Identify your comfort level with accessibility issues (via polling device) <ul style="list-style-type: none"> ○ Fearful ○ Curious ○ Cozy • Review selections and assuage fears 	5 min
🖱️	Presentation	<p>Disability Awareness</p> <ul style="list-style-type: none"> • Definitions <ul style="list-style-type: none"> ○ Define accessibility and disability ○ Include recent snapshot of statistics in US • Major categories of disability <ul style="list-style-type: none"> ○ Mobility; Hearing; Vision; Cognition ○ Remind students that every major category contains its own spectrum and therefore accessibility solutions are typically not prescriptive • Creating a welcoming environment <ul style="list-style-type: none"> ○ Person-first language ○ Statements and attitudes ○ Present objective information 	10 min
🖱️	Presentation	<p>Accessibility Laws & Regulations</p> <ul style="list-style-type: none"> • Physical Access <ul style="list-style-type: none"> ○ ABAAS, ODA ○ ADA • Program Access <ul style="list-style-type: none"> ○ Rehabilitation Act Section 504 <ul style="list-style-type: none"> ▪ Modifications to policies, practices, and procedures ▪ Effective communication ○ Rehabilitation Act Section 508 ○ NPS Director's Order 42 ○ Harper's Ferry Center Program Guide; Smithsonian Institute; Kennedy Center ○ Service Animals, OPDMDs 	20 min



	METHOD	CONTENT	TIME
	Presentation	Case Study: Program Modification for Accessibility <ul style="list-style-type: none">Highlight the program modifications that were made and are ongoing in order to meet the needs of participants with disabilities at Saint-Gaudens NHS	5 min
	Activity	Accessible Learning Environment Scenario <ul style="list-style-type: none">Distribute scenario on index cards to each table and provide activity instruction.Allow time for discussion at each table (5 min) and time to come together as a group (10 min) to share commonalities and differences in the proposed accessibility needs.	15 min

EVALUATION: PURPOSE AND USE

INSTRUCTORS/SPEAKERS: Sandy Pusey and Steve Wolter

SESSION LENGTH: 45 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Define evaluation
- Articulate the need for evaluation

TRAINING AIDS:

- PPT
- Flipchart
- Markers

HANDOUTS:

- Sample Evaluation Reports for Training Courses
- Kirkpatrick's four levels of evaluation infographic (Student Manual)
- What is your takeaway? Handout



FACILITATOR NOTES:


- Evaluation documents should be placed on the tables prior to the session
- This session serves the following purposes:
 - To review information learned in the e-course
 - To understand the evaluation process in a training classroom

POINTS TO REMEMBER:

- The students will not need to create an evaluation tool, rather they will be able to understand the purpose of evaluation in any training program
- They should also understand the process of evaluation




	METHOD	CONTENT	TIME
	Presentation	Steve Wolter Introduce Learning Objectives and point the students to the competency alignment on their Lesson Plan	5 min
	Presentation	Steve Wolter What is Evaluation? <ul style="list-style-type: none"> • Evaluation (review from e-course) <ul style="list-style-type: none"> ○ Any systematic method for gathering information about the impact and effectiveness of a learning offering. ○ A method to track development goals of staff competencies ○ Document application of training in the workplace. ○ Identify training gaps and future needs of the organization related to organizational capability and change. ○ Establish the merit of investing time and money in the training (ROI). ○ Ensure training delivered to students continuously improves. • Quantitative/Qualitative <ul style="list-style-type: none"> ○ Quantitative: Use numbers and statistics to measure the impact of training. Tables and graphs used to show data. ○ Qualitative: Uses verbal and written data to measure impact. Interviews, document analysis are used. • Formative/Summative <ul style="list-style-type: none"> ○ Formative-Occurs while training is being developed or <u>delivered</u> to improve final product. ○ Summative-Occurs after training, results used to document impact and improve future efforts. <p>Provide examples of Evaluation Documents</p>	10 min

	METHOD	CONTENT	TIME
	Presentation	<p>Sandy Pusey</p> <p>Review of Kirkpatrick's 4 Levels of Evaluation</p> <ul style="list-style-type: none"> • Introduce the Infographic going through each level • Use a personal story to highlight how you have used program evaluation to make changes in a course-Write it in the space below: <p>1)REACTION: Learners Reaction to the Training- Questionnaires at end of day, after class, conversations</p> <p>2)LEARNING: Improvement in Knowledge, Skill and Abilities (KSA)- pre and post testing, pre and post Self-Assessment</p> <p>3)BEHAVIOR: Capability to apply new KSA on the job – Testing, Observations (self and other reported), Inquiries of supervisors</p> <p>4)RESULTS: Impact of the training on the business of the NPS – Score cards, measurable metrics before and after.</p> <p>Level 1 &2 Reaction and learning are the first two steps to evaluating the learning using levels 3 and 4 behavior and results can get more complicated and must be thoughtfully designed early in the design process to effectively evaluate behavior and results.</p>	5 min



	METHOD	CONTENT	TIME
😊	Discussion	<p>Steve Wolter</p> <p>What is your role in training evaluation? (Pusey to record on flipchart)</p> <p>Some possible answers:</p> <ul style="list-style-type: none">• To improve personal Instruction (This might be a good time to bring up how to react to quantitative and qualitative evaluation of personal instruction. A story would help here to indicate how you personally dealt with both positive and negative evaluation comments from your students)• To administer the evaluation (Bring up the idea of confidentiality and how the evaluations are recorded and analyzed-Take some time here to also talk about how the actual process works-i.e instructor evaluation at the end of each day and a course evaluation at the end of the training. Also ensuring that there is sufficient time and motivation to administer the evaluation.)• To ensure that learners have mastered critical content before moving onto more advanced or critical materials.• More examples here:	10 min

	METHOD	CONTENT	TIME
	Activity	<p>Sandy Pusey</p> <p>What is your takeaway?</p> <ul style="list-style-type: none"> • Provide groups of 3-4 students with a blank Instructor evaluation • Randomly hand-out redacted Instructor evaluations compiled from previous Instructor Institutes • Give the students 3-5 minutes to review the information. Have each group report back to group. • Share with the students the need to have the courage to reteach a learning objective to reinforce learning and/or ensure that learning has occurred. • Have a discussion of what they might change in their technique or delivery based on the feedback provided • Feedback is a gift – How to use feedback in a constructive way • Questions? 	20 min



WRAP-UP & ANNOUNCEMENTS (TUESDAY)

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- List the most important and most unclear information they have received from the day's sessions
- Clarify their needs by providing instructors with additional information they want from the course
- Review course objectives met during the day and what to expect the next day

TRAINING AIDS:

- Flip chart
- markers

HANDOUTS:




- Quick Reflection (Handout)
- Instructor Evaluation

FACILITATOR NOTES:

- This session serves the following purposes:
 - Helps learners to reflect on and reinforce information from the first objective.
 - Provides the chance to clarify information, ensure objectives are being met, and shape future session content if necessary.
 - Allows instructors to informally evaluate students' learning.

POINTS TO REMEMBER:

- While this session will serve as an evaluation of the day's events and provide feedback to the facilitators, it also should be used to review and reinforce the course content learned.
- Facilitators should provide a brief synopsis of what will be covered the next day.

	METHOD	CONTENT	TIME
 	Activity Discussion	<p><i>NTDP Instructor Team</i></p> <p>Quick Reflection</p> <p>Introduce activity and purpose. Give one minute to jot down ideas about</p> <ul style="list-style-type: none"> • Most important information from the day • Unclear information <p>Collect Quick Reflection papers and Instructor Evaluations.</p> <ul style="list-style-type: none"> • Explain that the instructors and NTDP Instructor Team will review them and provide a chance for discussion the following morning. 	10 min
	Presentation	<p><i>NTDP Instructor Team</i></p> <p>Review Course Objectives and What to Expect</p> <ul style="list-style-type: none"> • Review course content accomplished • Review what objectives will be met tomorrow 	5 min



Quick Reflection Papers

What was the best thing you learned/experienced today?

What unanswered questions do you have from today?

3) _____

4) _____

Quick Reflection Papers

What was the best thing you learned/experienced today?

What unanswered questions do you have from today?

3) _____

4) _____



DAY THREE

Wednesday, September 14, 2016

TURN IN LESSON PLANS & HELP DESK

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 30 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Submit their practice teaching lesson plans
- Ask for clarification

TRAINING AIDS:

- Help Desk Question List (Flip Chart)
- Markers

HANDOUTS:

- None.

FACILITATOR NOTES:


- This session serves the following purposes:
 - Allows students to submit their final lesson plans for review prior to teaching.
 - Provides the chance to clarify information or expectations of the practice teaching sessions

POINTS TO REMEMBER:

- Students will submit an electronic copy of their lesson plans at the end of the 30-minute session.
- It is expected that students will have a final draft when they arrive to class; the Help Desk will assist them with minor changes.
- Facilitators should begin the session by providing a brief synopsis of what is expected by the end of the 30-minutes.



	METHOD	CONTENT	TIME
☺	Discussion	<p><i>NTDP Instructor Team</i></p> <p>Review Lesson Plan Expectations</p> <ul style="list-style-type: none">• Remind students they are required to submit two detailed lesson plans- Webinar and Classroom presentation. Both are on the same topic.• Ask students to check that their LP contains:<ul style="list-style-type: none">○ A detailed description of content that will be taught○ Identification of the delivery method (e.g., presentation, questioning, polls, activity)○ Planned time increments for each learning segment○ Identification of training materials○ Clear connection between planned instruction and learning objectives○ Appropriate level of audience engagement○ Appropriate use of training materials• After reviewing expectations, tell students they are expected to submit their final lesson plans to the Virtual Classroom at the end of the 30-minute session.	5 min

	METHOD	CONTENT	TIME
	Activity	Open Help Desk. <ul style="list-style-type: none">• Instructors will be available in the classroom to field student questions.• If an instructor fields a question that the entire class should know, write the question and answer on the Help Desk Question List Flipchart sheet.• After 20 minutes, give students a 5-minute warning that the session will be ending. Encourage them to submit their LPs if they have not already done so.	20 min



GOOD OF THE DAY (WEDNESDAY) & ANNOUNCEMENTS

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 15 minutes

TRAINING AIDS:




- Varying Lengths of string (5 different lengths)
- A list of the lengths of string

HANDOUTS:

- None.

FACILITATOR NOTES:

- Students will be grouped into fours; in their groups, they will be asked to determine the length of the string. They may not use any measurement tools or body parts (paper, objects, etc.).
- Ensure there is enough time to debrief the session.

	METHOD	CONTENT	TIME
	Presentation	<p><i>NTDP Instructor Team</i></p> <p>Announcements</p> <ul style="list-style-type: none"> • Welcome students back. • State any needed announcements here • Review any parking lot questions • Review agenda for the day 	3 min
	Activity	<p>Ice Breaker</p> <ul style="list-style-type: none"> • Students are grouped into fours. • Each group is given a piece of string. • Ask students to determine the length of the string without using any measurement tool. • Report out how long they think the piece of string is. 	10 min
	Debrief	<p><i>Course Coordinators</i></p> <p>Questions</p> <ul style="list-style-type: none"> • Debrief <ul style="list-style-type: none"> ○ When would you use this type of ice breaker? ○ During long training sessions where students are sitting for extended periods of time. ○ If you are introducing a teamwork or communication or problem solving session 	2 min



MANAGING CHALLENGES IN TRAINING

INSTRUCTORS/SPEAKERS: Mark Tezel & Sandy Pusey

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to*

- Identify when to address challenges in the classroom
- State or describe techniques in managing challenging situations in the classroom

TRAINING AIDS:

- Post-it pads (distributed on tables)
- Activity Post-it Notes (placed on walls in classroom)

HANDOUTS:

- Challenge Toolkit



FACILITATOR NOTES:




- The balance here should be to allow students and instructors to tell stories but not to dominate the session.
- The focus should be positive (Most of the time, the teaching of adults is a positive fulfilling experience, but occasionally you may be faced with some challenging situations)
- Ahead of the session, ask one student to play the role of "Annoyer." (Select a student that would be comfortable and confident playing the role).

POINTS TO REMEMBER:

- As the students come in, ask them to write about their expectations of this breakout session.
- Any time you see the lightening icon, you should be aware that you are actually modeling what you are teaching.



	METHOD	CONTENT	TIME
 	<p>Activity</p>	<p>Pusey</p> <p>Introduction/Attention Getter: Role play</p> <ul style="list-style-type: none"> • One instructor is up front (Lead), leading the session, while the model student is sitting somewhere else in the room (Annoyer). • The Lead introduces himself/herself. At the same time, Annoyer begins speaking on their cell phone. • After the first objective, the Annoyer complains that he/she is uncomfortable and would rather be somewhere else. • When the Lead tries to start the second objective, the Annoyer begins talking to other students at a very loud level. • The Lead, looking stunned, yells at the Annoyer, and tells him/her to leave in a very rude manner. <p>Introduce Learning Objective for the session.</p> <ul style="list-style-type: none"> • Once the Annoyer leaves, the Lead explains that dealing with classroom distractions can be difficult, especially when handled incorrectly, like in this example. • <i>(invite the Annoyer back in)</i> • The session is geared toward ways to spot distractions and how to handle them. • Instructor should then tell a brief story about a challenge that they experienced in the classroom, how it was handled, and if they would do anything differently. • Go over the objectives one more time, without interruption so the learners are not distracted. 	<p>15 min</p>

	METHOD	CONTENT	TIME
	Discussion	<p><i>Tezel</i></p> <p>Conversations about Challenges in the Classroom</p> <ul style="list-style-type: none"> • Call out Guiding Question: What are your thoughts about why dealing quickly with challenges in the classroom is so important?" (Record ideas on flip charts) • The ability to effectively manage inappropriate behavior in the classroom is critical to the flow of training and the credibility of the instructor. • Potential negative impacts to the other students. • Gets in the way of learning and facilitation of content. 	15 min
	Activity	<p><i>Pusey</i></p> <p>Getting to the root of the problem activity</p> <ul style="list-style-type: none"> • Divide the students into groups of three or four. • Ask them to look at stickies placed around the room. As a team have them pick one and brainstorm possible solutions to the problem. Ask them to think about all 3 training environments. When they are satisfied with what they have, they can go and pick another one. (10 minutes) • After 10 minutes, have the groups present to the group at large. 	20 min
	Discussion	<p><i>Pusey & Tezel</i></p> <p>Closing</p> <ul style="list-style-type: none"> • Guide learners to the Challenges Toolkit (in Student Workbook). 	10 min

ACTIVITY

Sticky notes placed around the room:

- Side chatter and talkative students
- Student who ask an excessive amount of questions
- Argumentative students
- Students who ramble
- Student who won't engage at any level
- Students who attend webinar, but do not participate
- Sharpshooting- Student who tries to trip you up
- Grandstanding- "At my park...Listen to me, Listen to me"
- Griping- Student who complains about everything (the uncomfortable aspect of the chairs, the short lunch, the fact that he/she was forced to come to the training)
- Leaving the classroom often to talk on a cell phone, smoke a cigarette, go to the bathroom, etc.
- Repeated tardiness



USING TRAINING MATERIALS EFFECTIVELY

INSTRUCTORS/SPEAKERS: Jenny Dems

SESSION LENGTH: 45 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Compile materials that enhance instruction
- Manage training materials in a complementary manner
- Demonstrate application of materials based on your personal teaching style

TRAINING AIDS:

- Flip Chart, prepared in advance (title Training Material Brainstorm)
- Large Post-it Notes
- Instructor Training Material kits (one for each student)
- Wapama video
- Polling device

HANDOUTS:

- None.



FACILITATOR NOTES:

- Stress to the students that this is a very practical, real-life, nuts-and-bolts subject. Although this isn't rocket science, it is something students need to plan for and practice before teaching.


POINTS TO REMEMBER:

- Effectively using Training Materials won't make a bad lesson better. However, it will ensure that a good lesson remains good. Using them ineffectively makes a good lesson poor. (It's like your credit score – it can only hurt you).
- All training materials are not 'equal'. You may find it necessary to enhance materials to make them more effective.
- One of the most important matters to stress is that there are no specific rules about how to manage training materials and how/when to personalize lesson plans. Learners should determine that for themselves.
- Any time you see the lightening icon, you should be aware that you are actually modeling what you are teaching.





	METHOD	CONTENT	TIME
	Discussion 	Dems Intro Discussion <ul style="list-style-type: none"> • [using the polling device] ask three questions of the students: <ul style="list-style-type: none"> ○ What is your preferred method of using the student workbook? <ul style="list-style-type: none"> ▪ Taking notes in the book itself ▪ Taking notes on a separate sheet ▪ Using tabs to note important information ▪ I keep all my notes in my head ○ I created a lesson plan for all my recorded webinars. <ul style="list-style-type: none"> ▪ Yes ▪ No ○ I used a handout or external link in my webinars. <ul style="list-style-type: none"> ▪ Never ▪ 1-3 times ▪ 4+ times ○ I used polls in my recorded webinars. <ul style="list-style-type: none"> ▪ Yes ▪ No • Review main trends and connect back to the objectives of the session 	5 min




	METHOD	CONTENT	TIME
	Activity	Practice Teaching: Managing Materials <ul style="list-style-type: none">• Hand out Instructor Training Material kits to each student. Give them a few minutes to explore their kits.• Training Material Kits include:<ul style="list-style-type: none">○ Box of Flipchart markers○ Box of dry erase markers○ Index cards (multi-color) (Large)○ Index cards (single- color) (small)○ Box of binder clips○ Box of paper clips○ Blue tape○ Ding bell○ Flag Pen○ 3 - Ballpoint Pens○ Eppley Ruler• Explain that these kits are theirs to keep and to use in their practice teaching sessions.	13 min




	METHOD	CONTENT	TIME
 	Presentation Video	<p>Types of Training materials</p> <ul style="list-style-type: none"> • Hand out using training material tips • Briefly list training materials <ul style="list-style-type: none"> ○ Handouts ○ Student Workbooks ○ Job Aids ○ Videos • Show Wapama video. • Discuss how video can be used as a training material. <ul style="list-style-type: none"> ○ <i>What are the benefits for using a video as a training device?</i> ○ <i>Accommodates different learning styles – people remember 10% of what they hear, 30% of what they read and 80% of what they see</i> ○ <i>Keeps participants engaged – human element</i> ○ <i>Engages multiple senses – sight and sound – can generate excitement about topic</i> ○ <i>Show real life examples or case studies</i> ○ <i>What special considerations must be taken when using video?</i> ○ <i>Equipment needs</i> ○ <i>Internet connection</i> ○ <i>Sufficient sound</i> 	12 min



	METHOD	CONTENT	TIME
	Presentation	<p>Materials Management – The nuts and bolts</p> <ul style="list-style-type: none"> • <i>What instructional aids and materials have you seen used so far in the Instructor Institute?</i> • <i>How did the instructors manage them in terms of location and distribution?</i> • <i>Which materials potentially require the most prior planning?</i> <ul style="list-style-type: none"> ○ Answer: the more complex (esp. the number of pieces), the more planning is needed. • Technology, therefore, requires the maximum planning and practice <p>Three elements to manage:</p> <ul style="list-style-type: none"> • Time; Content; Learners • Remind students that materials and management will likely differ across training environments (e.g., webinar vs. one-on-one training) <p>Managing Time</p> <ul style="list-style-type: none"> • For specific activities, give students a time limit and KEEP TO IT! • Anticipate how learners will use technique <ul style="list-style-type: none"> ○ Handout tips/techniques (<i>model bad behavior</i>) <p>Managing Content</p> <ul style="list-style-type: none"> • Think about how you plan to use the instructor manual when teaching <ul style="list-style-type: none"> ○ Cons: it keeps you static; heavy; must lay it down in order to write; in short – it's awkward ○ Solution: use it to prepare, but don't use it as a crutch • 	10 min



	METHOD	CONTENT	TIME
		<ul style="list-style-type: none"> • Consider the Setup and Execution of the content <ul style="list-style-type: none"> ○ Plan – Setup early so there are no surprises • Call for a modification to a lesson plan? <ul style="list-style-type: none"> ○ Their relationship to each other (e.g., Icebreakers) • How many? (e.g., discussion) • Make notes/edits on the Lesson Plan <ul style="list-style-type: none"> ○ no surprises ○ with only one learner) ○ Varying level of experience/knowledge ○ Special needs or considerations • Know your environment – assess the space beforehand <ul style="list-style-type: none"> ○ Lighting, acoustics, distractions 	
	Presentation	<p>Conclusion The key to materials management is simply a matter of determining 1) how your learners are going to interact with the materials; and 2) how you can minimize interruptions between your learners and the materials.</p>	5 min



MORE THAN A GAME: ICEBREAKERS**INSTRUCTORS/SPEAKERS:** Christy McCormick**SESSION LENGTH:** 45 minutes**OBJECTIVES:** *At the end of this session, students should be able to:*

- Define the importance of using ice breakers
- Discern the appropriateness of an ice breaker based on the needs of your learners
- Compile a list of ice breakers to create a learning community
- Practice Ice-breaker techniques

TRAINING AIDS:

- Minion video clip
- Props and directions for icebreaker showdown

HANDOUTS:

- None.



FACILITATOR NOTES:

- Before even introducing the objectives, show the video clip


POINTS TO REMEMBER:

- Ice breakers are not "games"- They are a means to introduce instruction, facilitate introductions, or simply to prepare the learner for the day.
- Talk to the students about the fact that being invested in an activity will almost always make it effective. Participate if you can
- Any time you see the lightening icon, you should be aware that you are actually modeling what you are teaching.





	METHOD	CONTENT	TIME
	Presentation and Discussion	Objectives, Competencies and Intro Discussion <ul style="list-style-type: none"> • Introduce Objectives and Competencies • Tell a story: When an Icebreaker has gone well and when an icebreaker has gone horribly wrong • Show short video as an example of how to introduce a topic http://www.leadbyadventure.com/2014/04/11/5-funny-teamwork-videos/ 	5 min
	Video		



	METHOD	CONTENT	TIME
	Presentation and Discussion	<p>Define and Discuss the purpose of Icebreakers</p> <p>How should icebreakers be used?</p> <ul style="list-style-type: none"> • Foster interaction • Stimulate creative thinking • Gather a group, get a group together, move a group forward • Stimulate collaboration • Introduce a new topic • As a “getting to know you” technique <p>How do you as an instructor set the tone for an icebreaker?</p> <ul style="list-style-type: none"> • Make sure there is an appropriate level of comfort for all participants. • Use caution when doing an icebreaker that involves significant physical activity. • A “silly” icebreaker can be used effectively when a break or energizer is needed. • A “serious” icebreaker can be used effectively to introduce a new topic. <p>What are some negatives of an icebreaker?</p> <ul style="list-style-type: none"> • You may experience some resistance from participants that think it is “stupid” or “a waste of time” • Using an icebreaker that doesn’t have some type of strategy to go with it (such as an energizer, getting to know you, introduce a concept, etc.) • Using an icebreaker that takes too long • Using an icebreaker that is too complex to do • Using an icebreaker that might be considered insensitive 	5 min



	METHOD	CONTENT	TIME
	Activity	Icebreaker Showdown! <ul style="list-style-type: none"> • The students were placed in groups on Monday and asked to perform an icebreaker • Each group will: <ul style="list-style-type: none"> ○ Explain the icebreaker to the class ○ Explain where it would be best used ○ Talk about the pros and cons of the particular ice breaker they were given 	30 min
	Discussion	Conclusion and Questions	5 min



WEBINAR BLOOPERS

INSTRUCTORS/SPEAKERS: Kate Wiltz

SESSION LENGTH: 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Recognize that regardless of skill, that mistakes can happen when delivering instruction

TRAINING AIDS:

- Blooper video

HANDOUTS:



- None.

FACILITATOR NOTES:

- Before even introducing the objective, show the blooper video

POINTS TO REMEMBER:

- People make mistakes-Recover and move on

	METHOD	CONTENT	TIME
	Video	Show Bloop Reel	15 min
	Presentation and Discussion	Objectives, Competencies, and Discussion <ul style="list-style-type: none"> • Introduce Objectives and Competencies • Tell a story: When you have been less than prepared to do a webinar • Ask the students to share their webinar mistakes as they were playing in the sandbox 	



INFORMING INSTRUCTION THROUGH ASSESSMENT

INSTRUCTORS/SPEAKERS: K. McCormick and Wiltz

SESSION LENGTH: 1 hour, 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Define assessment
- Articulate the need for assessment
- Adjust instruction based on learner needs and performance

TRAINING AIDS:

- Flip chart
- markers

HANDOUTS:

- Lesson Plans
- Lesson Plan answers

FACILITATOR NOTES:


- This session serves the following purposes:
 - How do you gauge if your students are getting it
 - How do you assess student knowledge (Part 1)
 - How do you know they are getting it (Part 2)

POINTS TO REMEMBER:

- Tell a personal story about how you do informal and formal assessment in the classroom
- Remind them that they completed an e-course on assessment and evaluation, so some of this should be a review for you
- Encourage the students to use the internet if they need to get extra information on the Lesson Plans

	METHOD	CONTENT	TIME
☺ ☹	Discussion Video	<p>Kate Wiltz Introduction: As instructors, what is our job? How do we know if we have succeeded? How do we know if we're in trouble in mid-stream?</p> <ul style="list-style-type: none"> Assessment is the only way to know if students are learning. <p>Video: http://www.youtube.com/watch?v=2NfuniN0Sdg</p>	10 min
📄	Presentation	<p>Kate McCormick Review Learning Objectives and tell a story</p> <ul style="list-style-type: none"> Define assessment Articulate the need for assessment Adjust instruction based on learner needs and performance Informal and formal assessment that I have used in the classroom 	5 min
📄	Presentation	<p>Kate McCormick Informal types of assessment</p> <ul style="list-style-type: none"> See the information on CATS Add to it the list and advise students to take notes 	10 min
📄	Presentation	<p>Kate Wiltz Formal vs. Informal Assessment</p>	5 min



	METHOD	CONTENT	TIME
	Activity	<p>Kate Wiltz</p> <p>Assessment Dissection</p> <ul style="list-style-type: none">• Divide the class up by counting off by fours• Introduce the activity<ul style="list-style-type: none">○ Each group will be given a lesson plan and student materials○ First, read through the Lesson Plan.○ Second, look through some of the informal assessment techniques○ As a group, develop some informal assessment techniques that you could use to assess if they understand the content○ Take 15 minutes to do this• Debrief the activity<ul style="list-style-type: none">○ Give the students the complete Lesson Plans○ Conclude by telling the students that when they see a good assessment technique, add it to their toolkit.○ Ask for questions at the end	45 min

ONE-ON-ONE TRAINING ENDORSEMENT

INSTRUCTORS/SPEAKERS: NTDP Instructor Team and Evaluators

SESSION LENGTH: 2 hours

OBJECTIVES: *At the end of this session, students should be able to:*

- Demonstrate competence in one-on-one instruction

TRAINING AIDS:

- Whatever the students provide

HANDOUTS:

- Evaluations for the “actor students”
- Rubrics for the evaluators

FACILITATOR NOTES:



- This session serves the following purposes:
 - Allows students to demonstrate teaching a one-on-one session

POINTS TO REMEMBER:

- Students have submitted an electronic copy of their lesson plans at on Day 1 of the Instructor Institute
- The “actor student” will also provide evaluation comments

	Oak Room <i>Evaluators: Dems & McCormick Pusey & Wiltz</i>	Redbud <i>Evaluators: K. McCormick & Polzin Tezel & Howell-Beck</i>
Time	NTDP Student	
2:00- 2:15 PM	Duncan (Market) Lorich (Wolter)	Shandor (Wolf) Rockwell (Elliott)
2:20 – 2:35PM	Witmer (Sherrill) Jarvis (Cleveland)	Davis (Rhule) Hurston (Monroe-Cook)
2:40 – 2:55 PM	Rehn (Market) Bragg (Wolter)	Grewe (Wolf) Nevarez (Elliott)
3:00 – 3:15 PM	Elston (Sherrill) Nelson (Cleveland)	Sivley (Rhule) Wignall (Monroe-Cook)
3:20 – 3:35 PM	Flores (Market)	



	METHOD	CONTENT	TIME
	Discussion	<i>NTDP Instructor Team</i> Review Logistics and Expectations <ul style="list-style-type: none">• Provide students with schedule• Tell the students if they are not presenting, they should not be in the room, but should remain close• Each student will present for 10 minutes with a 5 minute break in-between to allow the evaluators to make notes on the rubric	5 min
	Activity	One-on-One Teaching	115 min

HELP DESK

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 30 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Get help or feedback on their one-on-one endorsement and/or ask questions about their webinar or classroom endorsement
- Ask for clarification
- Return Lesson Plans with feedback to students

TRAINING AIDS:

- Help Desk Question List (Flip Chart)
- markers

HANDOUTS:

- None.


FACILITATOR NOTES:

- This session serves the following purposes:
 - Provides the chance to clarify information or expectations of the practice teaching sessions

POINTS TO REMEMBER:

-
-



	METHOD	CONTENT	TIME
	Activity	Open Help Desk. <ul style="list-style-type: none">• Pass back Lesson Plans• Instructors will be available in the classroom to field student questions.• If an instructor fields a question that the entire class should know, write the question and answer on the Help Desk Question List Flipchart sheet.• After 20 minutes, give students a 5-minute warning that the session will be ending.	30 min

WRAP-UP & ANNOUNCEMENTS (WEDNESDAY)**INSTRUCTORS/SPEAKERS:** NTDP Instructor Team**SESSION LENGTH:** 30 minutes**OBJECTIVES:** *At the end of this session, students should be able to:*

- List the most important and most unclear information they have received from the day's sessions
- Clarify their needs by providing instructors with additional information they want from the course
- Review course objectives met during the day and what to expect the next day

TRAINING AIDS:

- Flip chart
- markers

HANDOUTS:

- Quick Reflection (Handout)
- Instructor Evaluation




FACILITATOR NOTES:

- This session serves the following purposes:
 - Helps learners to reflect on and reinforce information from the first objective.
 - Provides the chance to clarify information, ensure objectives are being met, and shape future session content if necessary.
 - Allows instructors to informally evaluate students' learning.

POINTS TO REMEMBER:

- While this session will serve as an evaluation of the day's events and provide feedback to the facilitators, it also should be used to review and reinforce the course content learned.
- Facilitators should provide a brief synopsis of what will be covered the next day.



	METHOD	CONTENT	TIME
 	Activity Discussion	<i>NTDP Instructor Team</i> Quick Reflection Introduce activity and purpose. Give one minute to jot down ideas about <ul style="list-style-type: none"> • Most important information from the day • Unclear information Collect Quick Reflection papers and Instructor Evaluations. <ul style="list-style-type: none"> • Explain that the instructors and course coordinators will review them and provide a chance for discussion the following morning. 	20 min
	Presentation	<i>NTDP Instructor Team</i> Review Course Objectives and What to Expect <ul style="list-style-type: none"> • Review course content accomplished • Review what objectives will be met tomorrow 	10 min

Quick Reflection Papers

What was the best thing you learned/experienced today?

What unanswered questions do you have from today?

5) _____

6) _____

Quick Reflection Papers

What was the best thing you learned/experienced today?

What unanswered questions do you have from today?

5) _____

6) _____

DAY FOUR

Thursday, September 15, 2016

WEBINAR TRAINING ENDORSEMENT**INSTRUCTORS/SPEAKERS:** NTDP Instructor Team**SESSION LENGTH:** 2 hours**OBJECTIVES:** *At the end of this session, students should be able to:*

- Demonstrate competence in webinar instruction

TRAINING AIDS:

- Whatever the students provide

HANDOUTS:

- Rubrics for the evaluators

FACILITATOR NOTES:



- This session serves the following purposes:
 - Allows students to demonstrate teaching a webinar

POINTS TO REMEMBER:

- Students have submitted an electronic copy of their lesson plans at on Wednesday morning of the Instructor Institute as well as their draft PPTs

	Oak Room <i>Evaluators: Dems & McCormick</i>	Poplar Room <i>Evaluators: Tezel & Wiltz</i>	Charter Room <i>Evaluators: Pusey & Polzin</i>
Time	NTDP Student		
8:00- 8:15 AM	Shandor	Duncan	Lorich
8:20 – 8:35AM	Rockwell	Wittmer	Jarvis
8:40 – 8:55 AM	Davis	Hurston	Rehn
9:00 – 9:15 AM	Bragg	Grewe	Nevarez
9:20 – 9:35 AM	Elston	Nelson	Sivley
9:40 – 9:55 AM	Wignall	Flores	



	METHOD	CONTENT	TIME
	Discussion	<i>NTDP Instructor Team</i> Preparation <ul style="list-style-type: none">• Provide students with the schedule• Ask the students to remain close in case the presentations are going slower or faster than expected	5 min
	Activity	<i>Students</i> Webinar Presentations	120 min

GOOD OF THE DAY (THURSDAY) & ANNOUNCEMENTS

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 15 minutes

TRAINING AIDS:

- None




HANDOUTS:

- None.

FACILITATOR NOTES:

-
-



	METHOD	CONTENT	TIME
	Discussion	<i>NTDP Instructor Team</i> Preparation <ul style="list-style-type: none">• Announcements• Debrief the webinar presentations if needed• Review agenda• Answer any parking lot questions	5 min
 	Activity	<i>Students</i> Icebreaker: The Morning After <ul style="list-style-type: none">• With an instructor modeling, ask each person (or they can go in groups) pantomime something they did last night- acting out a meal they ate, an activity they did, etc.	10 min

MINI-SESSION: ADULT EDUCATION REFRESHER

INSTRUCTORS/SPEAKERS: Christy McCormick

SESSION LENGTH: 30 minutes

OBJECTIVES: *At the end of this session, students should be able to*

- Describe basic philosophies and theories of adult learning
- Reiterate your personal philosophy of adult education
- Synthesize concepts presented in the program and how it relates to your personal philosophy

TRAINING AIDS:

- Polling Devices and Turning Technologies PPT
- Conversation Cards for each group
- Two-minute timer (PPT slide)

HANDOUTS:

- None.




FACILITATOR NOTES:

-
-

POINTS TO REMEMBER:

-
- Any time you see the lightening icon, you should be aware that you are actually modeling what you are teaching.



	METHOD	CONTENT	TIME
	Activity 	<i>McCormick</i> Philosophy Quiz <ul style="list-style-type: none"> • Students are each given a remote polling device • Directions: Ask the students to recall the philosophical foundations course they took as well as their personal philosophy papers to answer these questions Introduce Learning Objectives for the session.	5 min
	Activity	<i>McCormick</i> Quick Conversations <ul style="list-style-type: none"> • Group students into 4 groups of 4 and 1 group of 5 • Give each group a set of conversation cards and tell them they will have 2 minutes to discuss each statement. As a group, they need to agree or disagree with the statement and provide an example-Each card has one statement • At the end of the 2 minutes one person leaves the group and goes to another group and the second statement is discussed-Repeat until they have gone through all the cards. • Each group will provide on example of a statement and an example Debrief <ul style="list-style-type: none"> • Revisit your philosophy and theories about why and how adults learn! 	15 min

CONVERSATION CARDS

Adapted from 30 Things we know for sure about adult learning- Ron and Susan Zemke

Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge or skill being sought.

Adults need to be able to integrate new ideas with what they already know if they are going to keep—and use—the new information.

The learning environment must be physically and psychologically comfortable; long lectures, periods of interminable sitting, and the absence of practice opportunities rate high on the irritation scale.

Adults tend to take errors personally and are more likely to let them affect self-esteem. Therefore, they tend to apply tried-and-true solutions and take fewer risks.

Adults have something real to lose in a classroom situation. Self-esteem and ego are on the line when they are asked to risk trying a new behavior in front of peers and cohorts.

You can get conversation cards here:

<https://ilcteachers.files.wordpress.com/2008/08/conversation-cards-12-blank.pdf>



ADAPTING CURRICULUM AND TEACHING

INSTRUCTORS/SPEAKERS: Mark Tezel and Kate Wiltz

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*

- Recognize the importance of planned curriculum
- Discern tailoring instruction from re-organizing planned curriculum
- List the pitfalls of ignoring planned curriculum and learning outcomes
- Identify the benefits of tailoring instruction to meet your personal style and the needs of the learner

TRAINING AIDS:

- You-tube video-You're in the band now-
http://www.upi.com/Entertainment_News/2015/10/15/360-degree-music-video-released-for-Andrew-Lloyd-Webbers-School-of-Rock-stage-show/6631444861999/
- Flipcharts and markers

HANDOUTS:

- Lesson Plans





FACILITATOR NOTES:

- [Click here to enter text.](#)

POINTS TO REMEMBER:

- It is important to strike the right balance with this session- To ensure that they understand why curriculum should not be modified
- Any time you see the lightening icon, you should be aware that you are actually modeling what you are teaching.



	METHOD	CONTENT	TIME
	Discussion 	<i>Tezel</i> Introduce Learning Objectives and Discussion <ul style="list-style-type: none"> • Introduce Objectives Discussion <ul style="list-style-type: none"> • Tell a story- The whole is greater than the sum of its parts (Aristotle)- A well designed curriculum always goes back to the learning objectives, goals, and outcomes of the program 	5 min
	Video	School of Rock-You're in the band now	5 min
	Presentation and Discussion	<i>Wiltz</i> Sequencing, Scaffolding, and Constructivism <ul style="list-style-type: none"> • Sequencing- An ordering of learning activities to ensure the objectives, outcomes, and goals are met. Types of sequencing (from nmlink.com) <ul style="list-style-type: none"> ○ Job Performance Order- You sequence the order of instruction to match the job order ○ From Simple to Complex- ○ Critical Sequence-Curriculum is sequenced in order of importance ○ Known to Unknown-Start with what the learners already know and move to more unfamiliar topics ○ Dependent Relationship- The learner must master a skill before moving on to a new one ○ Supportive Relationship-two sessions that share some or have overlap of objectives are placed close to each other as support ○ Cause to effect-Sessions are sequenced to 	15 min



METHOD	CONTENT	TIME
	<p style="text-align: center;">cause and effect</p> <ul style="list-style-type: none"> • Scaffolding-the process of building on student's experience and knowledge as they are learning new skills (vanderbuilt.edu)- "a variety of educational techniques used to move student's progressively toward stronger understanding and, ultimately, greater independence in the learning process."(The Glossary of Educational Reform)-the six elements of scaffolding instruction: <p>APA Citation: Lipscomb, L., Swanson, J., West, A. (2004). Scaffolding. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved 8/22/2016-</p> <ul style="list-style-type: none"> ○ Sharing a specific goal: Allowing input from the learner enhances the motivation on the part of the learner ○ Whole task approach: Instead of learning a set of sub-skills, as a designer you are looking at the whole goal-whether it is a curriculum, course of study, or a session ○ Immediate Availability of Help: If the learners become frustrated learning a new skill, the availability of an instructor or facilitator to help guide will alleviate some of that frustration ○ Intention-Assisting: There is more than one way of learning. If the student is taking a path that works, assist as needed. If the learner is struggling, coaching may be the most effective method to getting the learner to his/her goals ○ Optimal Level of Help: Simply stated, provide the right level of assistance- neither too much or too little. 	

METHOD	CONTENT	TIME
	<ul style="list-style-type: none"> ○ Conveying an Expert Model: Showing the way an expert would complete a task ● Constructivism: Although not an instructional design technique, such as scaffolding or sequencing, constructivism has its place in the design of a curriculum. If you believe that your job as an instructor is to transmit knowledge to the learner, then you follow “instructivist” theory- Constructivism theory posits that the learner is not passive, rather they bring their own life experiences, values, and ideas into the classroom and they <i>construct</i> their own learning. The core of this theory is that learners will not retain information, unless they are able to use and make sense of it (cognitive load) <p>So What? Ask the students, what does any of this have to do with you and the way you teach? DEBRIEF: The students should recognize here that the design of curriculum is intentional and significantly changing the content or order could result in:</p> <ul style="list-style-type: none"> ○ Frustration on the part of the learner ○ Not achieving the intended learning objectives ○ The focus on incorrect or less significant content ○ Add your own below: 	



	METHOD	CONTENT	TIME
😊	Discussion and Activity	<p><i>Tezel</i></p> <p>What is the difference between changing curriculum and tailoring curriculum?</p> <p>Tailoring curriculum: Personalizing curriculum to your teaching style (telling a story or a joke or asking the group a question to start off the lesson). Ask the students what their perceptions are of tailoring vs changing</p> <p>After a short discussion, introduce the activity</p> <ul style="list-style-type: none"> • Divide the students into groups of three or four. • Provide them with Lesson Plans and ask them to read the materials for 3-5 minutes • After that time: Ask the group to say how they might tailor the instruction based on the scenario they have been given and what they absolutely would not change 	5 min
😊	Discussion	<p><i>Tezel</i></p> <p>Closing</p> <ul style="list-style-type: none"> • Questions about tailoring vs changing? 	5min

THE TRAINING COMMUNITY OF PRACTICE

INSTRUCTORS/SPEAKERS: Sandy Pusey

SESSION LENGTH: 1 hour, 30 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Recognize his/her role as a collateral duty trainer in the support of the NPS mission
- Build and sustain a professional cohort
- Identify goals and plans for lifelong learning

TRAINING AIDS:

- None-The students have to provide their own materials and plan

HANDOUTS:

- None.



FACILITATOR NOTES:

- Your discussion should be 1-2 minutes at most. Bring up the idea of radical philosophy using your own stories and words (Empower learners to take action, critical reflection, don't fear change embrace it – my favorite quote, If you do not like something change it, if you can not change it change your attitude. Maya Angelou)
- The Instructor team will be available (in the cafeteria) to answer basic questions only

POINTS TO REMEMBER:

- To this point, there have been no real examples of radical philosophy- Lead this session with that in mind- Try NOT to provide direction or advice, rather be a provocateur to the students-Get them to stretch and be self-directed- Do not tell them they have to come up with a plan-Tell them only they need to achieve their objective
- During the session on Friday (Oh the Places You'll Go), you will be able to clarify any information that you believe should be in this lesson
- Any time you see the lightning icon, you should be aware that you are actually modeling what you are teaching.



	METHOD	CONTENT	TIME
	Discussion	<p><i>Sandy Pusey</i></p> <p>Directions</p> <ul style="list-style-type: none"> • Radical Philosophy • You have one hour to achieve the objectives of this lesson. • You may work in groups or as a whole • You will provide the instructor team with your outcome- The outcome can take any form you wish • The Instructor team is available to answer basic questions, • The next session, Learning Needs Analysis, Starts at ____ in this room. 	2 min
	Activity	<p><i>Students</i></p> <p>Building a Community of Practice</p>	60 min
	Report Out	<p><i>Students</i></p> <p>Building a Community of Practice</p>	30 min

THE LEARNING NEEDS ANALYSIS

INSTRUCTORS/SPEAKERS: Christy McCormick

SESSION LENGTH: 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Define a Learning Needs Analysis as a stage in the Instructional Design
- Describe research methodologies in data collection for a Learning Needs Analysis
- Discuss the implications of using a less preferred delivery method due to constraints beyond his/her control

TRAINING AIDS:

- PPT
- Small Prize

HANDOUTS:




- None.

FACILITATOR NOTES:

- [Click here to enter text.](#)

POINTS TO REMEMBER:



	METHOD	CONTENT	TIME
	Discussion	<p><i>Christy McCormick</i></p> <p>The Instructional Design Process</p> <ul style="list-style-type: none"> • Introduce Learning Objectives <p>Quick Quiz: Raise your Hand-Who can name the phases of Instructional Design?</p> <p>Prize for first person to correctly identify the ADDIE Model</p> <p>Instructor Note: It is important as an instructor to understand how curriculum is designed. The first stage is Analysis-</p>	2 min
	Activity	<p>A Learning Needs Analysis-Breaking it down-It is made up of the following parts</p> <ul style="list-style-type: none"> • Introduction • Purpose • Background • Survey Methodology and Results • Learning Objectives • Instructional Design • Content Development • Performance Indicators • Next Steps <p>Two Case Studies in a Learning Needs Analysis:</p> <ul style="list-style-type: none"> • Intellectual Property • FMSS 6.2 	58 min
	Discussion	<p>Your Role in an LNA</p> <ul style="list-style-type: none"> • As an instructor, you may be called upon to review an LNA document • You may also be interviewed or surveyed for an LNA 	3 min

STUDENT PREP TIME

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to:*

- Have time for preparing for classroom endorsement

TRAINING AIDS:

- Help Desk Question List (Flip Chart)

HANDOUTS:

- None.

FACILITATOR NOTES:

- This session serves the following purposes:
 - Provides the chance for students to work on their presentations and ask questions

POINTS TO REMEMBER:

-
-



WRAP-UP & ANNOUNCEMENTS (THURSDAY)

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- List the most important and most unclear information they have received from the day's sessions
- Clarify their needs by providing instructors with additional information they want from the course
- Review course objectives met during the day and what to expect the next day

TRAINING AIDS:

- Flip chart
- markers

HANDOUTS:




- Quick Reflection (Handout)
- Instructor Evaluation

FACILITATOR NOTES:

- This session serves the following purposes:
 - Helps learners to reflect on and reinforce information from the first objective.
 - Provides the chance to clarify information, ensure objectives are being met, and shape future session content if necessary.
 - Allows instructors to informally evaluate students' learning.

POINTS TO REMEMBER:

- While this session will serve as an evaluation of the day's events and provide feedback to the facilitators, it also should be used to review and reinforce the course content learned.
- Facilitators should provide a brief synopsis of what will be covered the next day.

	METHOD	CONTENT	TIME
 	Activity Discussion	<i>NTDP Instructor Team</i> Quick Reflection Introduce activity and purpose. Give one minute to jot down ideas about <ul style="list-style-type: none"> • Most important information from the day • Unclear information Collect Quick Reflection papers and Instructor Evaluations. <ul style="list-style-type: none"> • Explain that the instructors and course coordinators will review them and provide a chance for discussion the following morning. 	20 min
	Presentation	<i>NTDP Instructor Team</i> Review Course Objectives and What to Expect <ul style="list-style-type: none"> • Review course content accomplished • Review what objectives will be met tomorrow 	10 min



Quick Reflection Papers

What was the best thing you learned/experienced today?

What unanswered questions do you have from today?

7) _____

8) _____

Quick Reflection Papers

What was the best thing you learned/experienced today?

What unanswered questions do you have from today?

7) _____

8) _____



DAY FIVE

Friday, September 16, 2016

GOOD OF THE DAY (FRIDAY) & ANNOUNCEMENTS

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 30 minutes

TRAINING AIDS:

- Small prizes for the winners




HANDOUTS:

- None.

FACILITATOR NOTES:

- For the icebreaker, give them only this hint- They are all units that were established during the Obama presidency



	METHOD	CONTENT	TIME
	Discussion	NTDP Instructor Team <ul style="list-style-type: none"> • Review agenda • Discuss the classroom endorsement process • Review Parking Lot • Ask any questions 	15 min
	Activity 	NTDP Instructor Team Icebreaker <ul style="list-style-type: none"> • When the participants arrive, a card is taped on their back with the name of a National Park • As they mingle with the other participants, asking only “yes” or “no” questions, they have to guess which park they are representing • Use the last 17 designated park sites 	15 min

Which NPS site am I?

- Manhattan Project National Historical Park (Established 11/10/2015) TN, NM, WA
- Waco Mammoth National Monument (Established 7/10/2015) TX
- Honouliuli National Monument (Established 2/24/2015) HI
- Pullman National Monument (Established 2/19/2015) IL
- Blackstone River Valley National Historical Park (Established 12/19/2014) MA, RI
- Valles Calderas National Preserve (Established 12/19/2014) NM
- Tule Springs Fossil Beds National Monument, (Established 12/19/2014), NV
- First State National Historical Park (Established 12/19/2014), DE
- Harriet Tubman Underground Railroad National Historical Park, (Established 12/19/2014), MD
- World War I Memorial (Established 12/19/2014), MD
- Charles Young Buffalo Soldiers National Monument, (Established 3/25/2013), OH
- Cesar E. Chavez National Monument, (Established 10/8/2012), CA
- Paterson Great Falls National Historical Park, (Established 11/7/2011), NJ,
- Fort Monroe National Monument (Established 11/1/2011), VA
- President William Jefferson Clinton Birthplace Home National Historic Site, (Established 12/14/2010), AR
- River Raisin National Battlefield Park, (Established 10/22/2010), MI
- Port Chicago Naval Magazine National Memorial, (Established 10/28/2009), CA
- Martin Luther King, Jr Memorial, (Established August 22, 2011) DC
- Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Heritage Initiative, (Established May 30, 2014), NY
- Katahdin Woods & Waters National Memorial, (Established 08/24/2016), M



CLASSROOM TRAINING ENDORSEMENT

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 3 hours, 15 minutes

OBJECTIVES: *At the end of this session, students should be able to:*

- Demonstrate competence in classroom instruction

TRAINING AIDS:

- Whatever the students provide or request
- Flip charts/markers

HANDOUTS:

- Rubrics for the evaluators
- Time cards for evaluators



FACILITATOR NOTES:

- This session serves the following purposes:
 - Allows students to demonstrate teaching in a face-to-face setting

POINTS TO REMEMBER:

Oak Room	
NTDP Evaluators: Pusey, Dems & Polzin	
Time	NTDP Student
8:40- 8:55AM	Elston
9:00 – 9:15AM	Wignall
9:20 – 9:35 AM	Nevarez
9:40 – 9:55 AM	Shandor
10:00 – 10:15 AM	Rockwell
10:20 – 10:35 AM	--BREAK--
10:40 – 10:55 AM	Davis
11:00 – 11:15 AM	Rehn
11:20 – 11:35 AM	Lorich
11:40 – 11:55 AM	Nelson

Poplar Room	
NTDP Evaluators: McCormick, Tezel	
Time	NTDP Student
8:40- 8:55AM	Grewe
9:00 – 9:15AM	Sivley
9:20 – 9:35 AM	Bragg
9:40 – 9:55 AM	Duncan
10:00 – 10:15 AM	Wittmer
10:20 – 10:35 AM	--BREAK--
10:40 – 10:55 AM	Hurston
11:00 – 11:15 AM	Jarvis
11:20 – 11:35 AM	Flores
11:40 – 11:55 AM	

	METHOD	CONTENT	TIME
	Discussion	<p><i>NTDP Instructor Team</i></p> <p>Preparation</p> <ul style="list-style-type: none"> • Provide students with the schedule • Ask the students to remain close in case the presentations are going slower or faster than expected 	5 min
	Activity	<p><i>Students</i></p> <p>Classroom presentations</p> <p>10 minutes to present 5 minutes for question and evaluation</p>	195 min



OH, THE PLACES YOU'LL GO

INSTRUCTORS/SPEAKERS: Sandy Pusey, Jenny Dems

SESSION LENGTH: 1 hour

OBJECTIVES: *At the end of this session, students should be able to*

- Summarize the qualification statuses
- Describe the process for scheduling and documenting training
- Describe how to maintain status as a NTDP instructor

TRAINING AIDS:

- Self-Evaluations
- IDPs

HANDOUTS:

- None.




FACILITATOR NOTES:

-
-



POINTS TO REMEMBER:

- If time permits, tell them to work on their course evaluations
- Any time you see the lightening icon, you should be aware that you are actually modeling what you are teaching.



	METHOD	CONTENT	TIME
	Presentation	<p>Pusey</p> <p>Introduction and Objectives</p> <ul style="list-style-type: none"> • Provide Learning Objectives for the session 	5 min
	Presentation	<p>Pusey</p> <p>Instructor Status</p> <ul style="list-style-type: none"> • Each of you have been evaluated based on your performance during the entirety of the NTDP • The Instructor team will meet and decide on your level of expertise. (Using the handout in their manuals, go through each of the levels) • You will receive an email with your status and explanation (see sample copy of status correspondence) 	15 min
	Presentation	<p>Dems</p> <p>Process for Scheduling and Documenting Training</p> <ul style="list-style-type: none"> • Format will likely be an Excel tracking sheet • This is a work in progress and we may be able to use the Common Learning Portal in the future • If you would like “credit” towards your professional development and your status as a National Trainer, you must fill out a training form, use approved evaluations, and have some method of assessing student learning. In addition a short reflection piece must be written about your success as an instructor and lessons learned 	15 min



	METHOD	CONTENT	TIME
	Presentation	<p>Pusey</p> <p>How to maintain your status as an Instructor</p> <ul style="list-style-type: none"> • Attend all topics presented at the Asset Management Key Skills Webinar • Attend AMP Trainer update meetings/webinars as scheduled • Document all classes attended and taught (through Google docs) as well as any professional development opportunities that you have done that pertain to the instruction of adults • Update your NTDP Self-Assessment and Individual Development Plan yearly 	5 min
	Activity	<p>Individual work on Self-Assessment and IDP</p> <ul style="list-style-type: none"> • Turn in Self-Assessment (upload to Virtual Classroom) • Work on IDP, with instructions to upload to Virtual Classroom 	20 min

EVALUATION AND POST-TEST

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 60 minutes

OBJECTIVES: *At the end of this session, students should be able to*

- Complete course and instructor evaluations.
- Complete Post-Test

TRAINING AIDS:

- Post-Test (on the Virtual Classroom)

HANDOUTS:

- Evaluations


FACILITATOR NOTES:

- Should allow students to provide anonymous written feedback.
- Explain how feedback will be collected in Fedex box and sent back to Eppley. A person at Eppley not involved with instruction of the class will process the feedback.
- We want their feedback. Collect the evaluations they have been filling out and ask them to fill out the final course evaluation.
- Feedback is a form a continuous improvement for the class to stay fresh and current and not only meet the needs of the learner, but the mission and goals of the NPS as well

POINTS TO REMEMBER:

- They will need to stay for graduation from 3:00-3:30



	METHOD	CONTENT	TIME
	Test and Evaluation	<i>NTDP Instructor Team</i> Time to fill out course and instructor evaluations and complete post-test	60 min

GRADUATION & PRESENTATION OF CERTIFICATES

INSTRUCTORS/SPEAKERS: NTDP Instructor Team

SESSION LENGTH: 30 minutes

OBJECTIVES: *At the end of this session, students should be able to*

- Receive course completion certificates and Continuing Education Units

TRAINING AIDS:

- [Click here to enter text.](#)

HANDOUTS:

- Continuing Education Unit (CEU)
- Certificates (Handouts)
- Pens

FACILITATOR NOTES:

- Recognize students for successful completion of the course

POINTS TO REMEMBER:

- Remarks should be brief as students will be leaving for the airport at 3:30 pm



	METHOD	CONTENT	TIME
	Ceremony	<i>NTDP Instructor Team</i> Remarks and Handing out of Certificates	30 min