TOP CADRE OF TRAINERS (TOPCAT)

ONLINE SEMINAR SYLLABUS

Instructor: Dr. Ritu V. Chopra

Course Overview:

The purpose of this course is to provide CO-TOP Trainers (school professionals who have been through the PSA: EDUC 5010 and TOPA: EDUC 5020) ongoing support in their roles as supervisors and trainers of paraeducators. Through this seminar, trainers receive updated information about CO-TOP Academies, find collegial support from other trainers, exchange ideas, gain presenting and adult teaching ideas, and receive feedback on their teaching of paraeducator academies. This seminar also addresses the questions and needs of the individual CO-TOP trainer in regards to CO-TOP paraeducator training materials and processes.

Readings:

Required:

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

Note: You already have this book. We distributed it at the TOPA that you attended.

Recommended Readings:

Garmston, R. (1997). The presenter's field book: A practical guide. Norwood, MA: Christopher-Gordon Publishers, Inc.

Note: Excerpts and summaries from this book will be included in the course materials. You do not need to purchase the book, but the citation is provided for your convenience if you wish to do so.

Mager, R. F. (1997). How to turn learners on...without turning them off: Ways to ignite interest in learning. 3rd Ed. Atlanta, GA: Center for Effective Performance, Inc.

Peoples, D. A. (1992). Presentations Plus, 2nd Ed. New York: John Wiley & Sons.

Robinson, R. D. (1994). Helping adults learn and change. West Bend, WI: OMNIBOOK Co.

Note: These books are all very informative and interesting. They focus on the delivery of instruction to adults. If you want to gain knowledge in this area, you may want to purchase them for your own library or borrow them from the public library.

Course Features:

There are five main features of this course: The "CO-TOP Trainers' Times," The KnowledgeBase, Audio / Video Presentations, Impact of Co-Top on Trainers, Paraeducators, and Districts, and Feedback on Teaching Paraeducator Academies.

I. The "CO-TOP Trainers' Times"

The *CO-TOP Trainers' Times* is an online news item feature that provides new information available from current literature and research on paraeducators, changes in Federal and State laws and policies, and current resources on training adults and presenting to adult audiences. You will be guided to locate this information on The Trainers' Page of The PAR²A Center website.

II. The KnowledgeBase

The *KnowledgeBase* consists of three subsections. It is also located on The Trainers' Page of The PAR²A Center website and you will contribute to it as part of the course activities.

i. **The Academy Webliography/Bibliography** is an annotated bibliography of web-based and print resources that provide background, recent research, or other kinds of support for the content of CO-TOP Academies. Course participants will make contributions to the bibliography and will benefit from the contributions made by others.

ii. **Growing Our Training Skills** is an annotated bibliography of web-based or print resources that offer ideas on training methods and techniques. Course participants will make contributions to the bibliography and will benefit from the contributions made by others.

iii. **The Trainers' Treasure Chest** is a place for trainers to post suggestions, ideas, techniques that have worked for them, questions that paraeducators ask, and is divided by Academy title – so each posting goes only into one academy or another. The contributions made by course participants should be very specific. Postings are available to other trainers.

III.   Audio / Video Presentations

Two audio / video presentations provide ideas about the use of stories to add heart and punch to your presentations and the use of the question. Course participants will respond as a group and individually to the content of the presentations. The titles of the two audio / video presentations are:

• Using stories to add heart and punch to your presentation
• The Presenter's Secret Weapon: The Question!

IV. Impact of Co-Top on Trainers, Paraeducators, and Districts

This course feature is based on the collaboration of course participants to consider the impact of CO-TOP training on paraeducators, schools, and districts as well as the impact on you, the trainer. You will have the opportunity to find out how your students are doing after the completion of the courses you teach, to respond to questions and ideas posed by other

trainers, and to offer constructive ideas to other trainers on how to get the greatest benefit from the experience.

V.   Feedback on Teaching Paraeducator Academies

Each course participant who has taught CO-TOP courses will receive individual summaries of course and instructor ratings, paraeducator self-assessments of skills pre and post training. The entire group of participants will get information about the themes that emerge from student comments on evaluations and post-then skills analysis. You will also get group reports on course and instructor ratings and on paraeducator self-assessments for comparison to your individual course ratings.

Course Schedule:

Week	Topic
1	Using Stories
2	Group Reports
3	Individual Reports
4	Using Questions
5	Evaluation
6	(same)
7	Impact of CO-TOP
8	Impact on Trainers
9	Impact on Districts
10	(same)
11	Research – Academies
12	Using the KnowledgeBase
13	(same)

14	Research – Growing your Presentation Skills
15	Wrap-up

Grading and Assignments:

Week	Assignment	Points
1	Post bio	2
1	Post Using Stories scenario solution	6
2	Post Group Problem Solving Template	5
2	Team evaluation	2
3	Post Individual Problem Solving Template	5
4	Post Using Questions scenario solution	6
4	Post FAQ	3
4	Team evaluation	2
5	Post evaluation model	3
6	Provide feedback other team's evaluation model	3
6	Post final evaluation model	7
6	Team evaluation	2
7	Complete CO-TOP Academies impact on Trainers survey	3

7	Complete CO-TOP Training impact on District conditions survey	3
8	Post tip sheet	5
9	Post at-a-glance sheet	4
10	Provide feedback on other team's at-a-glance sheet	3
10	Post final at-a-glance sheet	7
10	Team evaluation	2
11	Post Academies annotated resources	5
12	Post idea sheet	3
13	Provide feedback on other team's idea sheet	3
13	Post final idea sheet	7
13	Team evaluation	2
14	Post Growing your Presentation Skills annotated resources	5
15	Wrap-up survey	2

Grading and feedback: All assignments in this course will be reviewed by your peers, or your instructor, or both. Peer review will take place in the course discussion area. After review, you will be given a grade of either "complete" (full credit) or "incomplete" for the assignment. If you handed the assignment in on time and followed the guidelines, a grade of "incomplete" will require you or your team to revisit the assignment until it is of a satisfactory standard. It is not unusual to be asked to re-work an assignment, so do not be surprised if this happens to you.

IMPORTANT! Late assignments will not be accepted, because of our reliance on groups and the condensed timeline of this course. Assignments posted or sent after the due date will be refused, unless you experience a verifiable medical or family emergency. The same is true for the end of the course – incompletes are rarely granted. Your grades will be lowered if you do not meet graduate standards of spelling, grammar, and presentation.

Team work: Online teams require a great deal of input and commitment from each team member. For your team to be successful, each member must be working towards the team goal in a manner that is supportive of each of the other members. To help ensure the necessary levels of collaboration, you will be evaluating yourself and your team members at regular intervals throughout the course. More detailed instructions are given at the relevant points in the weekly syllabus.

Make sure you fulfill your obligations to the team, whatever those may be based on team negotiation. If at anytime you are having trouble with a project, team member, etc., please contact Nancy immediately.

Final Grade:

Grade	Points
A	93-100
A-	90-92.x
B+	87-89.x
B	83-86.x
B-	80-82.x
C+	77-79.x
C	73-76.x
C-	70-72.x
F	Below 70

An "IW" will be assigned to those participants who have completed no assignments. The IW will be changed to a letter grade upon completion of assignments #1 and #2, at least.