

Section 1: User's Guide

Purpose of the Professional Development Kit:

The purpose of the *Collaborative Planning and Teaching (CPT) Professional Development Kit* is to provide and support sustained learning opportunities for educators and families in an effort to promote inclusive education for students with disabilities (including students with significant disabilities). The CPT Kit is designed to allow for a variety of instructional and learning formats, processes, accompanying materials, and resources that can be applied to school-based implementation of inclusive practices. Participants of *CPT* professional development activities will gain information about best practices in inclusive education and discover useful strategies for planning and teaching students with disabilities in general education settings.

Components of the CPT Kit:

The *CPT Kit* is designed to provide staff developers with the tools and materials necessary to train in a variety of formats and time schedules (e.g., two-day, three hours, and 90 minutes). A major portion of this kit includes materials for conducting a two-day (6 hours per day) workshop intended for delivery to larger groups (20 or more). Trainers may select and rearrange segments as needed for specific audiences or technical assistance requests.

The two-day workshop (one session per day) was developed to be presented by two or more trainers and requires approximately one full day of pre-planning to prepare workshop handouts, materials and activities for both days.

The *CPT Kit* also contains “stand alone” tools and activities to use when providing follow-up technical assistance to schools, school teams, or individuals after initial training has occurred (e.g., needs assessments, surveys, problem-solving process).

Staff developers are encouraged to add their own resources (e.g., research articles) to customize assistance in response to district and school needs or requests.

The CPT Kit has been designed to allow for the addition of a series of new workshops which will be developed in future months and years to include up to date research, content, and strategies to enhance the effectiveness of professional development.

The CPT kit provides professional development activities on three levels:

- 1) Awareness Level:** 60 - 90 Minute overview of inclusion and collaborative models of service delivery; primarily lecture with some hands-on activities.

- 2) Fundamental Level:** One or two days of interactive lecture, discussion, demonstration, modeling, and group work focused on research-based school and/or classroom strategies, processes, and practical tools. Practice and implementation planning activities are also

included (e.g., Inclusive Education Implementation Plan). The fundamental level of training is intended to provide participants with background information (e.g., research) and basic knowledge (e.g., definitions, benefits, and value) about how collaborative practices and strategies relate to student outcomes. Adult learning principles are applied throughout the two-day workshop to allow for practice and integration of new ideas. Training activities may occur over time and include a variety of subtopics throughout an ongoing schedule of training, support, and technical assistance.

3) Comprehensive Level: Materials and strategies designed to provide site-based approaches to professional development. Serving as “stand-alone” technical assistance activities for use after initial training, these tools may include (but not be limited to):

- ✓ recommended reading
- ✓ study groups
- ✓ learning & reflection logs
- ✓ family support strategies
- ✓ action research resources
- ✓ independent study strategies
- ✓ web-based learning opportunities
- ✓ problem-solving processes
- ✓ videos
- ✓ web resources
- ✓ articles
- ✓ newsletters.

The trainer materials included in this manual are divided into several sections (see binder tabs) described below. Each section includes an overview of the specific purpose of the materials contained therein. In addition to the trainer materials contained in this manual, electronic copies may be obtained by contacting your local FIN representative (see FIN Staff list).

Using the Trainer Manual

Prior to conducting training, trainers should become completely familiar with the sections and materials included in the Collaborative Planning and Training Trainer Manual. It is recommended that co-trainers review all sections together, while referencing the *Trainer Slide Notes* and *Trainer Agenda* to understand the flow of the two days of training, gain clarity on the process for conducting each activity, and prepare the necessary materials.

Section 1: User’s Guide-Training Description and Outline

This section includes a brief overview description of the workshop, target audience, and two-day outline of content. Also included in this section is a graphic, mind map outline of the two-day training workshop. The software *Mind Manager* is required to open this document on the trainer CD (see *Useful Websites* in this section for ordering information). If trainers cannot provide copies of the mind map to participants, it is recommended that they copy the information on a chart prior to the first morning of training. Material located

in Section 1 can be helpful in serving as an “advance organizer” to share training content with schools and/or districts prior to training. An advertising flyer is included in this section as well as on the accompanying trainer CD.

Section 2: Trainer Materials and Set-Up

This section provides materials for trainers to use in planning for and setting up the two-day training workshop. Materials in this section include

- ✓ a CD with trainer materials for two sessions of training, including Powerpoint slides, trainer notes, participant handouts, activities, etc.
- ✓ trainer materials list including materials, handouts, books, videos, etc. necessary for the two sessions of training.
- ✓ participant handout & binder section title pages
- ✓ wall posters to be placed on the wall during the first two sessions of training (e.g., BIN, Burning Questions, and Assumptions Wall).
- ✓ activity posters and cards for group learning (e.g., Silent Line-Up posters, Book Study assignment cards).

Section 3: Trainer Agendas

Trainer Agendas are included for *Sessions One* and *Two*, plus a ninety minute *Collaborative Planning and Teaching Overview*. Also included is an agenda for a 2.5 hour *Administrative Overview*. Each Trainer Agenda provides a quick and easy reference to the training activities and materials as well as timelines (minutes), slide numbers, and participant handout pages associated with each activity (e.g., lecture, activity, video, etc.). Each activity is emphasized in **bold** print to alert the trainer in preparation for the activity (i.e., cueing the video, distributing trainer/activity handouts). Materials for each activity are also listed to assist in workshop preparation (see Section 2).

The Trainer Agenda can be used as a tool to assist trainers in organizing time and trainer roles during the workshop. It includes a column for trainers to make note of which trainer (e.g., Trainer “A” or “B”) is responsible for conducting each activity or portion of training.

Section 4: Trainer Slide Notes

This section of the manual contains detailed information for each slide included in each session’s Powerpoint presentation. It is recommended that trainers familiarize themselves with the *Trainer Slide Notes* on each slide prior to conducting a training session. Highlighting important information (e.g., research) can assist trainers in making sure they prepare appropriate materials for and share pertinent points with participants.

Found in the margins of each page of the *Trainer Slide Notes* are graphic icons which represent materials and activity cues for trainers during workshop preparation and training. Trainers may refer to the graphic icons located in the margins as a visual tool to guide them through activities or to prepare materials associated with each slide. Please refer to the *Trainer Note Icon Key* provided on page 20 of this section.

Italicized text is provided to cue the trainer of scripted directions, lecture, or dialogue that is associated with specific slides.

Section 5: Trainer Slides

The Trainer Slides section of the manual provides a hard copy of all the slides (nine per page) included in each day's Powerpoint presentation. This serves as a quick "at-a-glance" look at the entire Powerpoint series of slides (including *hidden* slides). The trainer slides section may serve as a tool to assist trainers in looking briefly at the full day's presentation.

Note: It may be useful for trainers to embed a small graphic (e.g., star, arrow, letter A or B) in the left hand corner of each slide to serve as a visual cue to designate which trainer is responsible for presenting that slide.

Section 6: Participant Slides (Participant Handout)

Participant handouts include the Powerpoint presentation slides, printed three slides per page (not including "hidden" slides), and should be provided to each participant in a training handout (binder or spiral bound booklet) during each day of training. Many of the slides in the *Trainer Slide* Powerpoint (see Section 5) are "hidden" in the *Participant Slide Handouts*, allowing for trainers to withhold information or activity clues until necessary. See the Section 5 cover page for information about how to hide slides. Some pages of the *Participant Slide Handouts* are included as separate Word documents to serve as activity worksheets (e.g., forms to complete) or provided as full slide view copies of Powerpoint slides for ease of reading.

Section 7: Binder Pocket Handouts

This section provides copies of single handouts that should be included in the front binder pocket of the participant training binder. These handouts accompany activities that will be conducted throughout the two days of training. Trainers will refer participants to these handouts at specific times during the training (e.g., *My Appointments* sheet).

Section 8: Trainer Handouts

Some activities require that trainers distribute handouts or worksheets immediately prior to the activity. These handouts should be prepared, organized, and ready to distribute to teams for specified activities. Extra copies of forms should also be made available to use as "blank" copies for participants' future use (e.g., Dwayne's IEP Matrix form). Trainers may choose to copy each handout in a different color for ease of identification.

A *Training Evaluation* form is also provided in this section. The *Training Evaluation* form should be distributed to each participant at the end of **Session Two**. Please allow a minimum of 5 minutes for participants to complete the form.

Section 9: Resources & Articles

This section provides trainers with resource materials that can be used as supplements to training or participant handouts. For example, the Florida Sunshine State Standards referred to in *Dwayne's IEP Goal Matrix* are included in this section. These can be readily accessed by visiting the Department of Education website at www.fldoe.org. Trainers can add their own resources (e.g., articles) to this section over time.

Section 10: References

Section 10 contains a list of references used in developing the handouts and Powerpoint content in this professional development kit. References are provided to guide trainers and participants in their selection of current literature and learning opportunities regarding inclusive educational practices.

Section 11: Administrative Overview Trainer Notes

This section contains detailed information for each slide included in the *Administrative Overview* Powerpoint presentation. It is recommended that trainers familiarize themselves with the trainer notes indicated on each slide prior to conducting a training session. Highlighting important information (e.g., research) can assist trainers in making sure they prepare appropriate materials for and share pertinent points with participants. See *Section 3* for the accompanying *Administrative Overview Trainer Agenda*.

Section 12: Administrative Overview Participant Handout

Participant handouts for the Administrative Overview can be found in this section. Handouts are provided as a three slide per page Powerpoint handout. Please note that some slides are enlarged to full slide view for ease of reading.

Section 13: Trainer Resources and Follow-Up Activities

This section contains detailed information regarding materials and resources useful for trainers (e.g., materials ordering information, websites) as well as other professional development learning opportunities. Also included in this section are a myriad of activities that may be used with teams or individuals during site-based follow-up.