

***T*rain-the-*T*rainer
*M*aterials**



Trainer's Agenda Train-the-Trainer

- 8:30 a.m. - **Registration** (Each participant will pick up materials for the workshop.)
9:00 a.m.
- 9:00 a.m. - **Workshop Welcome**
9:20 a.m. Welcome participants and introduce yourself. Ask participants to introduce themselves by briefly stating their names, what they teach, where they are from, and their expectations of the workshop to their team table. Review agenda and state the objective. Give location of restrooms, break areas, and lunch sites.
- 9:20 a.m. - **Overview of Toolbox**
9:45 a.m. Explain the goals, benefits/expectations, and objectives of the toolbox. (Refer to page 3.)
- 9:45 a.m. - **Team Time/Expertise Area**
10:00 a.m. Explain and give direction on the jigsaw method. The jigsaw procedure requires participants to become a team expert on an assigned topic, then teach the team members what they learned about the topic. Have teams of five number off from one to five.
- Ones** will become experts on "Career Class Contract," "Career Class Schedule," and "Competencies One Through Six."
- Twos** will study "Career Class Contract," "Career Class Schedule," and "Competencies Seven Through Twelve."
- Threes** will concentrate on Career Resource Center: "Purpose" through "Career Exploration Tools."
- Fours** will become experts on Career Resource Center: "Day-to-Day Operations" through "Forms."
- Fives** will focus on the "Appendix."
- Participants will move to an assigned area in the room to learn about their section of the toolbox. Then each one will return to their team and share the information. If possible, assign a facilitator for each numbered group during the learning experience. The facilitator provides directions for the activity. If the numbered group is too large for discussion, divide the group into teams of eight after directions are given.
- 10:00 a.m. - **Break**
10:15 a.m.

Trainer's Agenda - page 2

10:15 a.m. - **Team Time/Expertise Area (continued)**

10:40 a.m. Facilitator provides purpose of the activity to each numbered group:

- **Ones and Twos:** "To discuss how to use the toolbox to develop career classes or infuse career activities into academic classes."
- **Threes and Fours:** "To discuss how to use the toolbox to develop career resource centers."
- **Fives:** "To discuss how to use the toolbox to include tools in the appendix."

Explain that participants will have five minutes to share their topic on how they can use the toolbox to develop career classes and resource centers when they return to the original team table.

10:40 a.m. - Review what experts will discuss about how to use this toolbox section when

10:50 a.m. they return to original team table.

10:50 a.m. - Participants share their section of expertise within their team. (Limit five

11:30 a.m. minutes per person. Notify the team at each interval to wrap up.)

11:30 a.m. - **Lunch**

12:15 p.m.

12:15 p.m. - **Panel of Library Media Specialist, Teacher, and Counselor**

1:00 p.m.

12:15 - 12:25 p.m.

All panel members use two minutes each to explain their position and the role they have had with career resource centers and infusing career resources into their classes. Give the audience time to ask questions of the panelists. Time will be split to ask questions on Career Resource Centers and Career Classes. Also, have questions prepared to ask in case the audience does not ask any questions.

12:25 - 1:00 p.m.

Questions and Answers

Trainer's Agenda - page 3

1:00 p.m. - **Networking Time**
 1:45 p.m.

1:00 - 1:15 p.m.

Using table teams, participants will discuss and complete a handout to list field trips, guest speakers, and/or resources that will augment a career class and career resource center.

1:15 - 1:45 p.m.

Each table will present one idea from their list to the whole group.

1:45 p.m. - **Break**
 2:00 p.m.

2:00 p.m. - **Lesson Plans**
 2:40 p.m.

2:00 - 2:20 p.m.

Explain to participants how the lessons are infused to include a career and academic objective. (National Career Development Guidelines + P.A.S.S. = Infusion.) Each table team is assigned one different lesson from the toolbox to work through. If you have 10 tables, use the following lessons:

- | | |
|-------------------------|------------------------|
| Coconut Compromise | Personal Skills Needed |
| Compute Wages | Job Skills |
| Career Clusters | High School Pays |
| Where Does the Time Go? | Lifestyles |
| Male/Female Roles | Career Interviewing |

Copy lessons and any needed handouts for the participants.

2:20 - 2:40 p.m.

Ask volunteers to comment or give suggestions from their assigned lesson.

2:40 p.m. - **Senior Project**
 2:55 p.m. Provide an overview of the "Senior Project" to participants.

2:55 p.m. - **Closing**
 3:15 p.m. Restate the objective of the workshop.
 Thank the participants for coming.
 Explain how they can obtain the toolbox.
 Have them complete and turn in their evaluation of the workshop.

Participant's Agenda Train-the-Trainer

Workshop Objective: To provide information and training to assist schools to establish a career class and career resource center.

Schedule:

Registration

Workshop Welcome

Overview of Toolbox

Team Time/Expertise Area

Break

Team Time/Expertise Area (continued)

Lunch

Panel of Library Media Specialist, Teacher, and Counselor

Networking Time

Break

Lesson Plans

Senior Project

Closing

Field Trips • Guest Speakers • Resources

Description of Resource	Location	Contact Name	Contact Number

Possible Questions to Ask During Panel Discussion by Library Media Specialist, Teacher, and Counselor

Career Resource Centers

1. Establishment and Creation of the Resource Center
 - When was it established?
 - Initial funding? Any additional funding since? Have you had a grant? What kind?
 - Where is career resource center located?
 - Did you do a needs assessment?
 - Do you have an advisory council?
 - Who is your clientele — who uses center?
2. Staffing
 - Who's in charge? Do you use volunteers? What services do volunteers provide?
 - How do you get funding for your staff?
 - What type of training do the staff and volunteers receive?
3. Facility, Materials, and Organization
 - How is the layout (physical space) of the resource center arranged?
 - How are materials organized?
 - Do you use *Career Search* in your resource center? Describe your use.
 - Do you have community resources for speakers, mentors, apprenticeships, and part-time jobs incorporated in your center?
 - Do you use a mobile cart? Advantages? Disadvantages?
4. Usage
 - Is using the career resource center part of the curriculum? Do all students get an opportunity to use the center?
 - How do you schedule career resource center usage?
 - What kind of teacher training do you offer?
 - What do you do with career materials for teacher use only?
 - Describe P.R. activities (i.e., bulletin boards, posters, announcements, etc.).
 - Is there community access? How do you promote usage in the community? Do you keep the resource center open during evening hours?
5. Additional Information
 - Do you have any other advice, recommendations, etc.

Possible Questions (cont.)**Career Class**

1. Products
 - What career products do you use?
(ex: *Real Game, Career Search, Plans of Study*)

2. Techniques
 - How do you utilize members of the community?
(ex. *Shadowing experiences, field trips, mock interviews*)
 - What activities and/or assessments do you find helpful to make students aware of their interests and abilities?



Transparencies



Career

Classes and Resource Centers

Train-the-Trainer

Workshop



Workshop Objective

To provide information and training to assist schools to establish a career class and career resource center.



Definitions

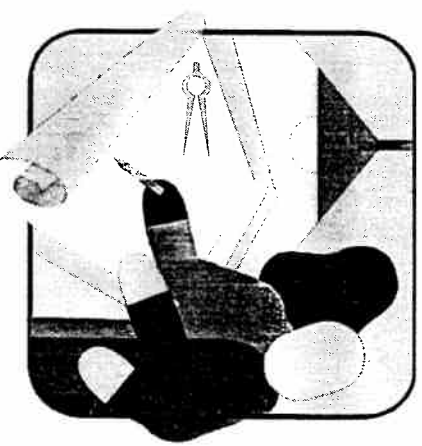


- **Career Class** - A stand-alone class that covers career awareness, exploration, and planning.
- **Resource Center** - Provides reference materials and information to use in developing activities to build skills/knowledge to prepare clients.



5 Elements of School-Based Learning

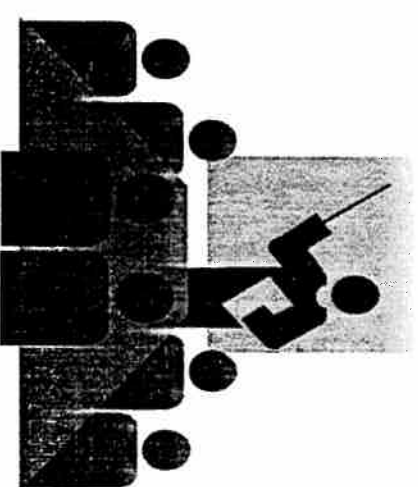
- Career awareness and career exploration as well as counseling
- Integration of academics and vocational education
- Selection of a career major by the 11th grade





More School-Based Learning . . .

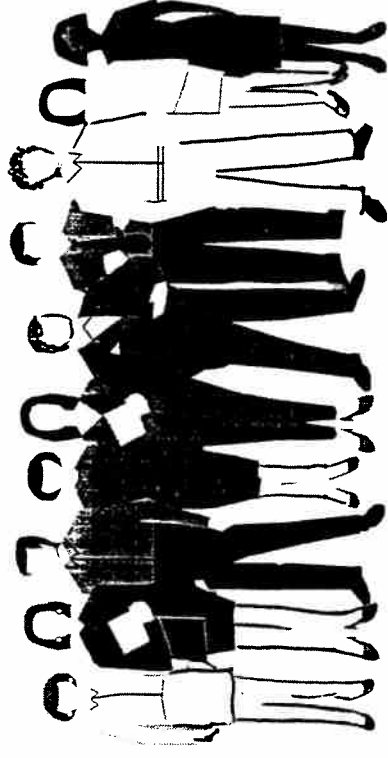
- Evaluation
- To identify:
 - Strengths and weaknesses
 - Academic progress
 - Workplace knowledge
 - Needed help to master skills
- Ability to enter postsecondary education





Mission/Purpose

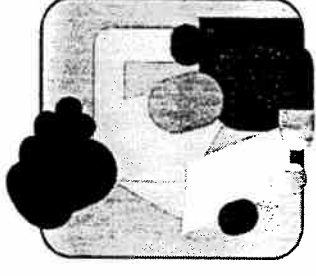
Provide teachers with a comprehensive career guide to implement a career resource and instructional program.





Goals and Objectives

- Encourage teacher involvement
 - Provide ready-made materials
- Establish and enhance a community network
 - Utilize the expertise of community members in real-life application





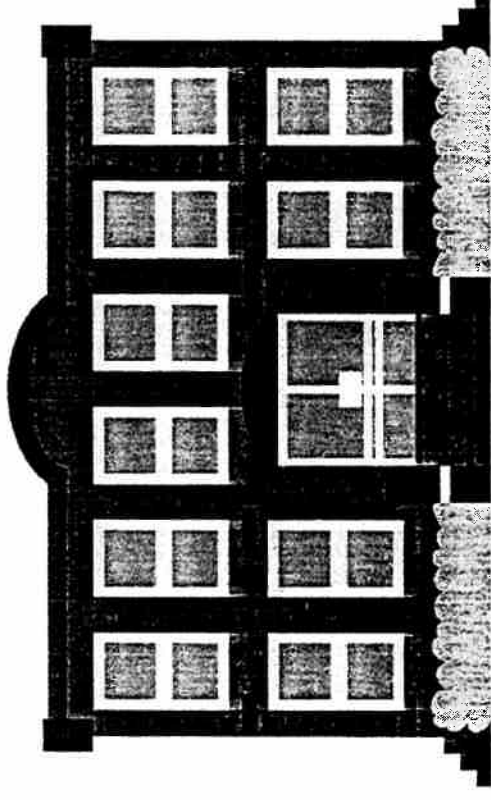
More Goals and Objectives . . .

- Increase career awareness involvement
 - Combine career and academic objectives (Infusion)
 - Identify resources and methods to provide a resource center
 - Provide materials for classrooms and resource centers
- Achieve effective career development with less preparation time
 - Integrate career information into core curriculum





Educator Benefits and Expectations





Educator Benefits and Expectations

- Provides easy correlations to current curriculum
- Provides guest speakers and promotes public relations
- Establishes a partnership with business and education
- Motivates students to broaden their career goals

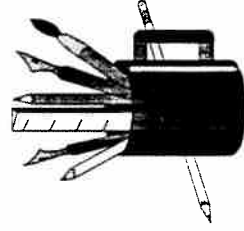
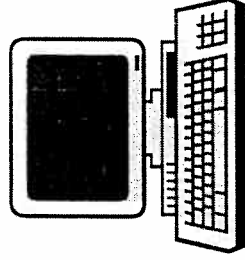


More Benefits and Expectations . . .

- Increases relevance of subject matter
- Encourages interdisciplinary (infusion) approach to instruction
- Provides broad spectrum of career-related instructional activities
- Provides relevant up-to-date career information



Student Benefits and Expectations





Student Benefits and Expectations

- Broadens their career goals
- Adds real-life experience to learning
- Builds problem-solving skills through real-life experiences
- Achieves success through discovery learning

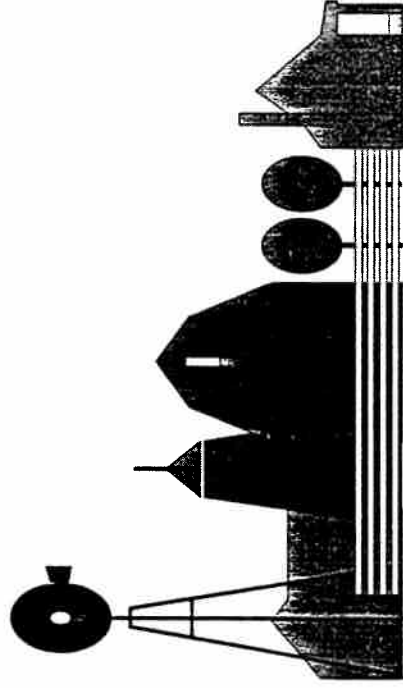


More Benefits and Expectations . . .

- Obtains relevant, up-to-date career information
- Enhance career opportunities through job shadowing and service learning
- Builds desirable work ethic
- Builds rapport with business and industry



Community Benefits and Expectations





Community Benefits and Expectations

- Increases awareness of educator's role
- Provides opportunity to promote work ethics and interpersonal skills
- Heightens awareness of current job expectations
- Supplies positive perceptions of business and industry

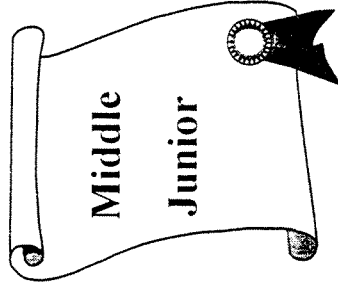


National Career Development Guidelines

Lesson Plans



Career Development Competencies

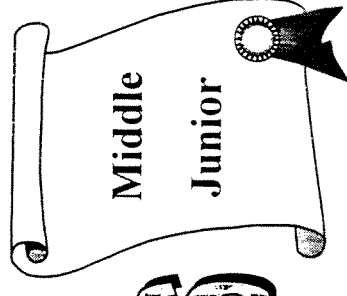


Self-Knowledge

- Knowledge of the influence of a positive self-concept
- Skills to interact positively with others
- Awareness of the importance of growth and change



Career Development Competencies

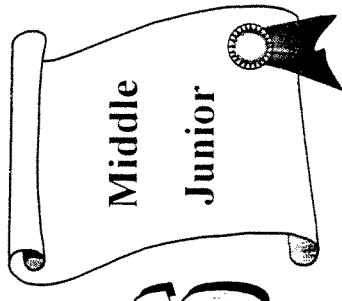


Educational and Occupational Exploration

- Knowledge of the benefits of educational achievement to career opportunities
- Understanding the relationship between work and learning
- Skills to locate, understand, and use career information



Career Development Competencies

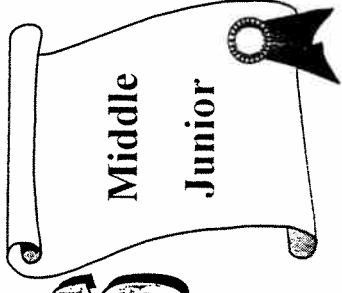


Educational and Occupational Exploration

- Knowledge of skills necessary to seek and obtain jobs
- Understanding how work relates to the needs and functions of the economy and society



Career Development Competencies

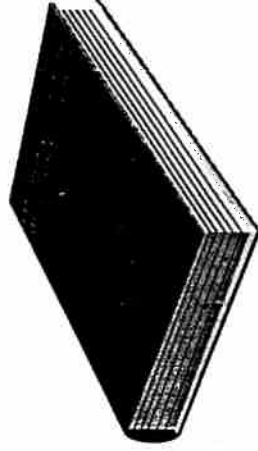


Career Planning

- Skills to make decisions
- Knowledge of the interrelationship of life roles
- Knowledge of different occupations and changing male/female roles
- Understanding the process of career planning



Resources



Career Stuff Catalog

Through the Jungle



The Real Game



Evaluation of Train-the-Trainer Workshop

Workshop Objective(s): To provide information and training to assist schools to establish a career class and career resource center.

1. Are you a(n):
 Teacher? Please specify area: _____
 Counselor: Your specialty: _____
 Other? Please specify: _____

2. To what extent were the objectives of this workshop/training met?

<u>Fully Met</u>					<u>Not Met At All</u>
5	4	3	2	1	

3. To what extent will this workshop/training enable you to better meet your job responsibilities?

<u>To A Great Extent</u>				<u>Not At All</u>
5	4	3	2	1

4. Indicate the level of your overall satisfaction of this workshop/training.

<u>To A Great Extent</u>				<u>Not At All</u>
5	4	3	2	1

5. Do you foresee any of the following barriers in implementing what you have learned from this workshop/training? (Mark all that apply.)

- | | |
|--|------------------------------------|
| <input type="checkbox"/> Planning Time | <input type="checkbox"/> Financial |
| <input type="checkbox"/> Administrative Support | <input type="checkbox"/> Equipment |
| <input type="checkbox"/> Industry Support | |
| <input type="checkbox"/> Other, please explain _____ | |

Please rate the speaker(s).

5 = Superior	4 = Exceeded Expectations	3 = Met Expectations
2 = Did not meet expectations	1 = Disappointing	

- | | | | | | |
|---|---|---|---|---|---|
| 6. The trainer(s) was/were well-prepared. | 5 | 4 | 3 | 2 | 1 |
| 7. Visual aids, handouts, and materials were useful and understandable. | 5 | 4 | 3 | 2 | 1 |
| 8. The workshop time was used effectively. | 5 | 4 | 3 | 2 | 1 |
| 9. This training was a successful learning experience for me. | 5 | 4 | 3 | 2 | 1 |

Comments: _____

Name (optional) _____

