

## Teach Teachers with Confidence

Instructor of Record: Tracy Purdy

Address: EdTech Team  
5405 Alton Parkway  
Suite 5A-305  
Irvine, Ca 92604

Email: tracy@edtechteam.com  
Phone: 612-978-8293  
Fax: 949-259-4515

Course Credit: 1.0 graduate credits

Dates & Times: Online: July 22-August 12, 2019  
The student must spend a minimum of 5 hours per week online for three weeks working in the Learning Management System to complete course requirements.

### LMS LINK:

<https://www.edtechteam.online/products/teach-teachers-with-confidence-adult-learning-for-k12-educators>

### COURSE DESCRIPTION:

Teaching other teachers can be intimidating and hard! Explore adult learning styles and how to best design sessions to meet the needs of colleagues in your training sessions. Learn to identify “why” your attendees should be there and “what” they will walk away with.

Discover tips and tricks for 1-hour, full-day, and long term learning design to engage teachers and give them the confidence they need to move above and beyond your day with them.

### STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Understand adult learning fundamentals (andragogy).
2. Design a workshop for teachers from scratch, including elements of effective professional development.

3. Improve delivery of training based on established frameworks, best practices, and recent innovations.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:

- DL.icdst.org. (2019). [online] Available at: <http://dl.icdst.org/pdfs/files1/f020b80a40b9f2b0466e491a5ca5e4e0.pdf> [Accessed 12 Jul. 2019].

COURSE REQUIREMENTS:

In order to receive a Passing grade, the participant must complete the following course requirements:

1. Complete Learning Matrix: For each topic, students must insert an artifact from their learning, not limited to screenshots of work samples, written reflections, and contributions to collaborative resources.
2. Final Project: Agenda and Training Session

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Learning Matrix      40%  
 Final Project            60%

Grade Scale:

90-100%                A  
 80-89%                 B  
 70% and below        F

GRADING RUBRICS:

**Learning Matrix:** (40 points)

	<b>Learning Matrix Activities</b>
<b>Exceeds Expectations</b> (90-100%)	Activities are thoughtful and complete. All expectations for each section were met or exceeded.
<b>Meets Expectations</b>	Activities are complete. All expectations for each section were

(80-89%)	met.
<b>Does Not Meet Expectations</b> (60-79%)	Activities are not fully complete.
<b>Incomplete</b> (under 59%)	No evidence of activities completed..

**Final Project: Agenda**

Criteria	Meets Expectations	Progressing	Below Expectations/ No Evidence
Agenda Overview	The agenda is accessible. At first glance, the agenda is easy to understand and follow. The title/description of the session matches what we see in the agenda.	The student has not met one of the following criteria: <ul style="list-style-type: none"> <li>• The agenda is accessible. At first glance, the agenda is easy to understand and follow.</li> <li>• The title/description of the session matches what we see in the agenda.</li> </ul>	The criteria has not been met.
Content of Session	The agenda moves through content in a manner that won't be overwhelming to attendees. The agenda has options for attendees to slow down if the	The student has not met one of the following criteria: <ul style="list-style-type: none"> <li>• The agenda moves through content in a manner that</li> </ul>	The criteria has not been met.

	<p>content is too overwhelming (Videos, resources on key concepts). There are classroom/practical examples built in for teachers to understand the value-add of the training in their classrooms.</p>	<p>won't be overwhelming to attendees.</p> <ul style="list-style-type: none"> <li>• The agenda has options for attendees to slow down if the content is too overwhelming (Videos, resources on key concepts).</li> <li>• There are classroom/practical examples built in for teachers to understand the value-add of the training in their classrooms.</li> </ul>	
<p>Relevance</p>	<p>The agenda provides for learning a new concept. The agenda provides for hands-on workshop time to get confident with a new concept. The agenda provides a reflection and also provides and evaluation for attendees to think about and evaluate their learning.</p>	<p>The student has not met one of the following criteria:</p> <ul style="list-style-type: none"> <li>• The agenda provides for learning a new concept.</li> <li>• The agenda provides for hands-on workshop time to get confident with a new concept.</li> <li>• The agenda provides a reflection and also provides and evaluation</li> </ul>	<p>The criteria has not been met.</p>

		for attendees to think about and evaluate their learning.	
After-Session Resources	The agenda provides plenty of resources for attendees to refer to after the session to remember how to do things.	The student has not met one of the following criteria: <ul style="list-style-type: none"> <li>• Some resources but not enough.</li> </ul>	The criteria has not been met.

### Course Outline

Module	Activities
Introduction	<ul style="list-style-type: none"> <li>• Create Learning Matrix</li> <li>• Get Connected</li> </ul>
Section 1: Andragogy	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Adult Learning Slideshow</li> </ul>
Section 2: Methods of Delivery	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Methods of Delivery Slideshow</li> </ul>
Section 3: 4C Your Adult Training	<ul style="list-style-type: none"> <li>• Integrate 4C's into training</li> </ul>
Section 4: Create that Agenda	<ul style="list-style-type: none"> <li>• Create Agenda</li> </ul>
Section 5: Double Check and Turn In	<ul style="list-style-type: none"> <li>• Submit agenda and learning matrix</li> </ul>