Today’s Outcomes

You will be able to:

1. Use formative and summative assessment techniques.

2. Use a variety of active learning strategies during different segments of your workshops.

3. Refine initial workshop plans to incorporate assessment, adult learning theory, and active learning strategies.
1. Review and Pre-assessment
2. A Dozen Ideas for Active Training
   - Assessment
   - Active Engagement
3. Application and Planning
4. Final Examination
5. Graduation
Review and Pre-assessment
Q and A Match

- Work with a partner.
- Create matched pairs.
- Each numbered card has exactly one lettered-card match.
Pre Assessment: Walk the Room

- Visit each display.
- Add your input.
- Look for the next low-traffic display.
- All done? Take your toy on the way back to your seat.

Take a dry erase marker and your index card with Post-it Notes.
Assessment and Active Engagement

A Dozen Ideas for Active Training
Active Assessments
Assessment Occurs at All Phases of Training

- **Formative**
  - Before

- **Formative**
  - During

- **Summative**
  - After

Be thinking about the phase(s) for each assessment idea.
1. Flash Cards

- Flash me!
- Write it!

1. There are two kinds of stroke.
   2. One common symptom of stroke is slurred speech.

2. How many syllables are in the word "kitten"?
   3. How many syllables are in the word "magistrate"?

3. Smoking does not increase your risk of stroke.
   4. On a scale of 1-5, how experienced are you in creating Prezi presentations?

4. I have worked at CSUF for more than five years.
2. Know/Don’t Know Sort

- Quickly review your set of cards.
- Turn face down any that you know you could explain to a partner right now.
- Leave the rest face up on your table.
3. College Bowl

- Divide into teams of four.
- Select team name.
- Raise provided index card to answer posed questions.
- Teams score 1 point for each member's correct response.
- When someone answers incorrectly another team can answer.
- Tally scores and announce the winner.
4. Participant Recap

- Divide into subgroups of four.
- Each subgroup - Create your own summary of the training session.
  - Create an outline, mind map, or other device that will help you communicate the summary to the group.
- Key questions
  - What have been some of the key points of today?
  - What ideas and suggestions are you taking away?
  - What did you get out of your experiences here today?
- Share summaries with the larger group.
5. Group Graphs

- Let’s look at the graphs around the room!
- Examples:
  - Tallies on a continuum
  - Histogram with Post-it notes
  - “Sign in” on posters with content
  - Target graphs
  - Graffiti boards
1. What is one critical component or criterion of active training? (Take Five)
2. Practice for minute: In recognizing symptoms of stroke, what does FAST stand for? (Unison Response)
3. You’ve won a free airline ticket! Where will you go? (Whip)
Other Active Assessments

- What are some of your own favorites?
- Which have you seen peers use?

- Examples from Train-the-Trainer Series
  - Q & A Match
  - Knowledge Checks
  - Mini Tasks (Partner Practice)
Active Engagement Strategies
7. Sorts

- With a partner, sort the statements into two stacks: those that are good examples of objectives and those that are poor examples.
8. The Power of Two

Why are all phases of assessment important?

- Respond individually.
- Share your answer with a partner.
- Create a new answer to each question, improving on each individual’s response.
9. Q Cards/Response Cards

- Write on your card a proverb, slogan, book title, etc. that you feel describes a change in your knowledge, skills or attitudes about your training as a result of this program.
- Pass your card to another member of the class.
- The recipients of the cards will read them aloud.

See handout for ideas for response cards!
10. Think Pair Share

- Pick a partner.
- Briefly discuss what has been taught and what you have experienced so far in the program.
- Formulate 1 question that you would like answered by one of the facilitators.
11. Learning Begins with a Question

- Study the handout with your learning partner.
- Learn all you can together about the content.
- Write question marks where you need clarification. The more questions the better. Don’t skimp!
- Record your questions on your flash card.
12. Peer Consultation

- Peer consultation is a peer teaching/learning strategy that encourages participants to apply what they learn to real situations…their peers’ self-selected problems.
- You’ll use it today. Stay tuned!
Other Active Engagement Strategies

- What are some of your own favorites?
- Which have you seen peers use?

- Examples from Train-the-Trainer Series
  - Guided Notetaking
  - Jolts (e.g. Interesting statistics)
  - Storytelling

Baker’s Dozen
Application and Planning
Planning & Application

1. Think time:
   - Consider an upcoming training that you’re leading.
   - Jot down a few active training strategies you might employ.
   - Jot down one problem you foresee.

Planning Notes

Upcoming Training:
Active Training:
1. 
2. 
3. 
Potential Problem:
Peer Consultation

1. Form a small group by finding the other 2 people with your toy.

2. Your Tasks:
   a. Reintroduce yourselves and the kinds of trainings you give.
   b. Share your Think Time notes.
   c. Consult with each other to prevent anticipated problems.
   d. Record peers’ ideas on your notes.
Final Examination!
Welcome to this edition of...

**Extreme Training**

**Make Over!**
Your Task

- Engage in this (poor) micro-training session.
- Afterwards, rework it with a peer using at least three strategies you learned in our Train-the-Trainer Series.
Welcome!

- Ruth Yopp-Edwards
- Department of Elementary & Bilingual Education
- Taught elementary school for 9 years
- Currently prepare preservice and inservice teachers

Let’s get started!
A phoneme is the smallest unit of sound in a word. All words are made up of one or more phonemes. Phonemes and other units of sound are recorded between slash ( / ) marks. Larger units of sound include syllables and onsets and rimes. Phonemic awareness is important!
Yopp-Singer Test of Phoneme Segmentation

Student's name __________________________ Date ________

Score (number correct) __________

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "old," you should say "/o/-/l/-/d/". (Administrator: Be sure to say the sounds, not the letters, in the word.) Let's try a few together.

Practice items: (Assist the child in segmenting these items as necessary.) ride, go, man

Test items: (Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

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<tbody>
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<tr>
<td>2. no</td>
<td>/sh/</td>
<td></td>
</tr>
<tr>
<td>3. fine</td>
<td>/w/</td>
<td></td>
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<tr>
<td>4. she</td>
<td>/gru/-/wuh/</td>
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<td>5. wave</td>
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What does this score mean?

- This student is not phonemically aware.
- You will want to immerse him in a sound-rich environment.
  - Songs
  - Poems
  - Games
- You will want to provide some explicit instruction and support.
Thank you!

- Please contact me if you have questions!

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Partner Time

- Meet with a partner to discuss the micro-training.
- Analyze it based on what you know about effective training.
- Be ready to share at least three ways to improve it. Be specific about strategies you would use.
- Stand and share.
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Wrap Up

- Session Evaluation
- Ideas for Future Sessions?
Graduation