 

# Trainer Agenda Template

## A Template for In-Person Professional Development Offerings

Directions:

1. Use this template for all in-person professional development (PD) offerings, including information, awareness building, and skill-building sessions.
2. Refer to example trainer agenda found at the end of the template to guide you as you complete your trainer agenda.
3. Include the learning objectives for the PD offering in the space below.
4. Delete the rows that may not be included in your PD offering, such as setup, breaks, lunch, and additional Body Activities.
5. Always include Opening/Introductory Activities, Body Activities, and Closing Activities.
6. Use the Time column for the specific amount of time each item in the agenda will need.
7. Use the Lead column to indicate the person responsible for facilitating that piece of the agenda.
8. Use the LO (Learning Objective) column to indicate for Body Activities, the alignment to each learning objective by number (1, 2, 3, etc.).
9. Include at the end of the agenda all materials needed by the trainer and by the participants.
10. Use the Materials Logistics table as a checklist for the trainer and participant materials that need to be charted, printed, and packed for the PD offering.
11. Delete these directions when your trainer agenda is complete.
12. Print and bring your trainer agenda with you to the PD offering.

## *PD Offering Title*

*Location:*

*Date:*

*Time:*

As a result of this PD offering, participants will be able to:

* 1. *List (specific, feasible, measurable) learning objectives (LO)*

| **Time** | **Lead** | **Activity** | **LO** | **Materials & Notes** |
| --- | --- | --- | --- | --- |
|  |  | **Set up**   * Hang charts * Put out participant materials * Test AV/technology * Set out name tags and sign in sheets |  |  |
|  |  | **Opening/Introductory Activities:**   * Welcome and Introductions * What’s in it for Me (intent / outcome / objectives) – articulate and explore with learners |  |  |
|  |  | **Opening/Introductory Activities: cont’d**   * Group norms/agreements – establish and gain agreement * Logistics, agenda, and materials review * Trainer expectations – share * Participant expectations – solicit and post * Question catcher (parking lot/bike rack) – post * Follow-up support and evaluation plan – communicate * Inclusion activity (e.g., icebreaker, warm-up) |  |  |
|  |  | **Break** – Insert break time as needed / where they make sense throughout the day |  |  |
|  |  | **Body Activities** – for each major content session   * Introduction and priming – including theory or rationale for content * Key content for functional knowledge introduced or reinforced * Participant **active engagement** – discussion, sharing, applying to real life work * Skill-building components, including:   + Demonstration (modeling, vignettes, scenarios)   + Participant practice with feedback (self, peer, and/or facilitator)   + Self-reflection and application |  |  |
|  |  | **Body Activities: cont’d**   * Questions and Answers * Processing / process checks * Implementation (action) planning |  |  |
|  |  | **Lunch** |  |  |
|  |  | **Welcome Back / Reconvene**   * Questions from morning * Prep for the afternoon * Energizer activity |  |  |
|  |  | **Body Activities** – for each major content session   * Introduction and priming – including theory or rationale for content * Key content for functional knowledge introduced or reinforced * Participant **active engagement** – discussion, sharing, applying to real life work * Skill-building components, including:   + Demonstration (modeling, vignettes, scenarios)   + Participant practice with feedback (self, peer, and/or facilitator)   + Self-reflection and application * Questions and Answers * Processing / process checks * Implementation (action) planning |  |  |
|  |  | **Break** – Insert break time as needed / where they make sense throughout the day |  |  |
|  |  | **Closing Activities**   * Summary / review / final process check * Revisit and address any questions / gaps related to:   + Learning objectives (intent)   + Expectations   + Question-catcher * Final action planning / next steps (intent to transfer) * Trainer / facilitator next steps / follow-up support plan – communicate and remind * Evaluation / feedback – implement and collect |  |  |
|  |  | **Adjourn** |  |  |

### Trainer Materials

* *List all materials needed by the trainer/facilitator*

### Participant Materials

* *List all materials included in the participant packet*

Materials Logistics: *Add any additional information to this table*

| To Chart: | To Print: | To Pack and Bring: |
| --- | --- | --- |
| * Welcome * Group norms/agreements * Participant expectations * Questions catcher | * Sign in sheets * Participant materials * Trainer materials * Inclusion activity materials * Closing activity materials * Energizer activity | * Trainer kit * Participant materials * Trainer materials * Inclusion, closing, energizer activities * AV/technology resources |

## *Example Trainer Agenda*

How Schools Work and How to Work with Schools Training for Grand District

*Location: 123 Very Fine Way*

*Date:* August 1

*Time:* 10:00 am – 2:00 pm

As a result of this training, participants will be able to:

1. Explain the fundamentals of how districts and schools work,
2. Identify how to align Grand District work with Very Fine School priorities,
3. Deliver a communication message that articulates the impact of APDC’s work to school leaders, and
4. Create an action plan for how to build relationships with schools to move your work forward in Very Fine School District and Schools.

| **Time** | **Lead** | **Activity** | **LO** | **Materials & Notes** |
| --- | --- | --- | --- | --- |
| 9:30 – 10:00  (30 min) | NB | **Set up**   * Hang charts * Put out participant materials * Test AV/technology * Set out name plates and sign in sheets | n/a | Charts for “Welcome” / “Group Agreements” / “Expectations?” / “Save for Later”  Baskets  Name Plates and Expo Markers  Sign in Sheets |
| 10:00-10:15  (15 min) | NB | **Opening/Introductory Activities:**  Health Overview Slides   * Welcome and Introductions   + Your name   + Your role/ project work with APDC * What’s in it for Me (intent / outcome / objectives) – articulate and explore with learners   + What interested you in this training? * Logistics (bathrooms, water fountain, snacks, breaks, working lunch) * Agenda and materials review * Trainer expectations – share * Participant expectations – solicit and post * Question catcher (parking lot/bike rack) –Save for Later chart * Follow-up support and evaluation plan – communicate * Inclusion activity - **Warm-up**    + Reflect individually: Why am I interested in working with schools?   + Write your response on your note catcher   + Turn to a neighbor and share | n/a | Participant Folder:   * Notes Catcher   On Chart Paper:   * Norms * Expectations * Save for Later |
| 10:15-10:40  (25 min)  (15 min) | NB | **Why Work with Schools?**  **Pitfalls Handout**  Individually:   * Review Pitfalls to Avoid document * Identify 2-3 pitfalls you commonly experience / see in your work * As a table group discuss the pitfalls you experience / see in your work | 1 & 3 | Participant Folder:   * Pitfall to Avoid one-pager   Trainer Kit:   * “Solutions” handout |
| (10 min) |  | Table share outs   * Chart top 2- 3 from each table |  | Identify the top 5 common pitfalls. Address throughout the rest of the training. |
| 10:40-11:10  (30 min) | NB | **Mini-Teach**  **Building Partnerships with Schools**  Visual of what school leaders are funded to care about | 2 & 3 |  |
| (10 min)  (10 min) |  | Group Activity: Post-it Note Activity:   * What do I want from schools * What can I offer schools   These are YOUR priorities |  | Trainer Kit:   * Large Post It Notes |
| (10 min) |  | What resonates with education leaders?   * Buzzwords * Priorities * Challenges   Chart responses |  | Chart responses on each separate chart:   * Buzzwords * Priorities   Challenges |
| 11:10-noon  (5 min) | NB | **Aligning Priorities**  Introduce importance of priority alignment   * 1. **What are my partner’s priorities and challenges?**   2. **What can I offer them that supports these goals?** | 2 & 3 |  |
| (20 min) |  | What are **Very Fine District and Schools** priorities:  **Mini-teach**  Walk through of Very Fine website   * District Website * 2020 Strategic Plan * Unified Improvement Plan * School View * School Websites – Data dashboards |  | Share website on screen, participants can use their computers and also follow along if they would like |
| (5 min) |  | On your note catcher write down 2-3 key learnings from reviewing these webpages. |  |  |
| (10 min) |  | Brainstorm Activity – Large Group: What do you now know about Very Fine School District and School priorities? |  | Chart Priorities from Brainstorm activity |
| (10 min) |  | **Mini-teach:**  Very Fine Schools – Student Data Privacy Policies  Share MOU examples – C4C / HEAL Wellness |  | Trainer Kit:   * District policies * MOU examples |
| 11:50-12:10 |  | **Lunch Break – Use restrooms, get lunch, return to room with lunch** |  | Lunch arriving between 11:30-11:45 |
| 12:10-12:45  (20 min) | NB | Group Activity: With your project team:   * Discuss how the district and school priorities align with the work you are doing * How does your work impact each priority? | 2 | Remind participants to use their note catcher during this activity |
| (15 min) |  | Share out from project team work |  |  |
| 12:45-1:20 | NB | **Communication Message Activity**  With a partner:   * Go through the questions on the communication message document   Ask 2 – 3 pairs to share after question 3  Ask 2 – 3 different pairs to share after question 5 | 3 | Participant Folder:   * Communication Message document |
|  |  | On large sticky note, write your communication message  Gallery walk of the communication messages |  | Large sticky notes at front of room when pairs are ready to write their message |
| 1:20-1:45 | NB | **Action Planning** | 4 |  |
| (15 min)  (10 min) |  | In project teams:   * Complete the action planning table on your note catcher * Project team share out for 1 minute on immediate next steps |  | Participant Folder:  Action planning included on note catcher |
| 1:45 – 2:00 | NB | **Closing Activities**   * Summary / review / final process check * Revisit and address any questions / gaps related to:   + Learning objectives (intent)   + Expectations   + Save for Later / Question-catcher * Final action planning / next steps (intent to transfer) * Trainer / facilitator next steps / follow-up support plan – communicate and remind * Evaluation / feedback – implement and collect   Closing Activity:   * What is one word to describe how you are feeling about working with schools? |  | Participant Folder:   * Evaluation |
| 2:00 |  | **Adjourn** |  |  |

| Trainer Materials | Participant Materials |
| --- | --- |
| * *Pitfalls Solutions* * Very Fine School District packet * HS 1 Info Dashboard * HS 2 Info Dashboard * HS 3 Info Dashboard * MS 1 Info Dashboard * Student Data Privacy Policy * Student Privacy Rights Policy * C4C Example * HEAL Project Example | * *Note Catcher* * Pitfalls to Avoid * Communication Message document * Evaluation |

Materials Logistics

| To Chart: | To Print: | To Bring: |
| --- | --- | --- |
| * Welcome * Group agreements * Save for later * Expectations * “Why Work with Schools?” | Participant   * Note catcher – 28 copies * Pitfalls one-pager – 28 copies * Communications Message – 28 copies * Evaluation – 28 copies   Trainer Kit:   * Sign in sheet – 1 copy * Pitfalls solutions – 28 copies * Student Data Privacy – 14 copies * Student Privacy Rights – 14 copies * District Packet – 28 copies * Dashboard 1 – 28 copies * Dashboard 2 – 28 copies * Dashboard 3 – 28 copies * Dashboard 4 – 28 copies * C4C Example – 28 copies * HEAL Project Example – 28 copies * Large Post It Notes – 3 for each table | * Trainer kit * Baskets (8) * A/V kit w/ slide advancer, projector * Easel * Chart Pad |

Modified by the ICF-CDC DASH Professional Learning Collaborative (PLC), 2019. Adapted from Trainer Agenda | ETR-CDC DASH Professional Learning Collaborative (PLC) 2013-2018. Original version created by RMC Health-CDC DASH Professional Development Partnership (PDP), 2009.