

CO-TOP Trainer Handbook



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University of Colorado
Denver

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INTRODUCTION

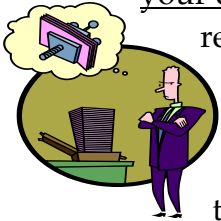
CO-TOP stands for Collaborative Training Opportunities for Paraeducators and therefore, the implementation of the CO-TOP model depends upon the collaboration of both the School Districts and the PAR²A Center. The local school districts: (1) nominate the potential trainers; (2) determine training needs of paraeducators, decide dates, locations and academies they want to offer for paraeducators; (3) contact the PAR²A Center to set up the course; (4) control quality of curriculum and instruction, and (5) occasionally, if district funds permit, pay tuition for paraeducators who attend CO-TOP courses. The PAR²A Center: (1) fully prepares trainers to deliver training locally; (2) provides the CO-TOP curriculum; (3) provides registration materials, evaluations, and course materials for trainers (4) pays for the grant-funded CO-TOP courses and (5) assesses the quality and effectiveness of training.

This handbook is a compilation of guidelines for those school professionals who have completed Paraeducator Supervision Academy (PSA) and Training of Paraeducators Academy (TOPA) and are certified by the PAR²A Center as trainers to offer CO-TOP courses (which are also referred to as academies) to paraeducators in school districts. The purpose of the handbook is to address commonly asked questions, provide ongoing support to CO-TOP trainers, and help them review their responsibilities as trainers before, during and after the training.

BEFORE THE TRAINING

How to decide which academies to teach?

What you choose to teach would depend on the needs of the paraeducators in your district and your area of expertise. It is recommended that you carefully



review the *Paraeducator Academy and Module Descriptions* (current version available on the PAR²A Center's web site: www.paracenter.org) and identify the academies that are in your area of expertise. The next step is to fully acquaint yourself with the trainer's guides and training materials that are provided by the PAR²A Center to your district on the CO-TOP

Curriculum CD. If you do not know who the person-in-charge of the CO-TOP Curriculum CD in your district is, contact the PAR²A Center. Everything a trainer needs to teach and to evaluate the paraeducator's learning is contained on the CD for all CO-TOP paraeducator academies. Staff developers and other school professionals find these materials easy to use - minimizing preparation time while facilitating coherent knowledge of evidence based practices. If there is a pressing need among paraeducators for a particular academy in your district but you are not completely

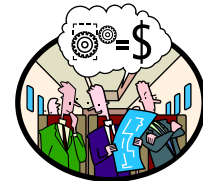
comfortable with the content of that academy, it is highly recommended that initially you co-teach it with another CO-TOP trainer who is well versed in that content area.

How to set up a course?

Prior to the set up of a course, trainers must ascertain the source of funding for the course. The funding for CO-TOP courses is derived from several sources:

✓ *District Funded* – two options

- District pays a higher amount of tuition (normally \$90.00 per student) and the PAR²A Center pays the instructors



Or

- District pays a lower amount of tuition (normally \$60.00 per student) and pays the instructors
- Paraeducators themselves pay for their tuition. In this case who pays the instructor will depend on the amount of tuition that the course is set up for (i.e. \$60.00 or \$90.00).

✓ *PAR²A Center Grant-funded* – the PAR²A Center grants pay the tuition and the instructor

In case of the district-funded courses, trainers should first discuss tuition and trainer reimbursement with appropriate district personnel. Whether the district is paying the tuition, or the PAR²A center is paying the tuition or the course is being offered for no credit, the process of course set-up **MUST** go through the PAR²A Center.

Other details that need to be ascertained before the course is set up are the dates, time, and location of the course.

To set up the course, Trainers submit a *Request for Training* on the PAR²A Center's web site: www.paracenter.org.



Remember, the request MUST be submitted at least six weeks before training.

How to ensure that an adequate number of paraeducators attend an academy?

For any class involving trainer payment from the PAR²A Center, the adequate number of participants is 20 or above. The trainer is paid out of the tuition funds collected from a class. The fewer the number of attendees in a class, the less amount of money is available to pay the trainer. The PAR²A Center can pay the trainer \$600 for teaching an Academy (@ \$40.00 per hour for 15 hours), **provided the class has 20 or**

more paraeducators. Please note that The PAR²A Center does not enforce this rule for the classes where the trainer is paid directly by the district. The districts have their own policies, which the trainers may obtain from the appropriate personnel.

It is the CO-TOP trainer's responsibility to make certain that an adequate number (i.e. 20 or above) of paraeducators attend an academy. You must advertise the class well in advance and set the sign-up deadline for the course **at least 10 days before the start date** of the course. Districts/trainers may develop their own "intent to attend" training forms that the paraeducators fill out. These forms should emphasize that: 1) CO-TOP trainers and the PAR²A center have invested a tremendous amount of preparation and expense for the class, and; 2) by filling out these forms the paraeducators are committing to attend the academy.



Another good way to ensure high attendance might be to call the paraeducators who have signed up a week before the class begins to confirm that they will be attending the academy.

If the trainer is not able to recruit at least 20 paraeducators, then the class should be rescheduled to ensure better attendance.


Even after you have confirmation from an adequate number of paraeducators, if **fewer than 20** paraeducators show up on the first day of the training, you **MUST** call the PAR²A Center **ASAP** at 303-556-6464 for further instructions as to whether the class can be held or not. If you must hold the class with a lower number of paraeducators, the PAR²A Center may negotiate a rate lower than \$600 as trainer reimbursement.



How to reschedule and/or cancel a class?

If trainers need to reschedule an academy, they **MUST** inform the PAR²A Center about the changed dates, location, and trainer. If trainer(s) plan to offer and complete the academy in the same semester, save all original registration materials and use them. However, if the academy is rescheduled for a later semester, discard the materials and request new ones. If for any reason the trainers need to cancel classes, they must inform the PAR²A Center and the participants who have signed up for the class.



 Read the preceding section *on- What to do to ensure that an adequate number of paraeducators attend an academy?* - Follow the guidelines for holding or canceling a class if less than an adequate number of students show up on the first day of the class.

What to do when you receive the course registration packet?

After you have set up the class, the PAR²A Center will send you a packet, which includes several types of forms and procedural instructions. This packet typically contains the following documents:

- *CO-TOP Academy Registration Materials Packet Coversheet*
- *Attendance Log*
- *Participant Information Sheet*
- *University's Continuing and Professional Education Registration Form stapled to the above form*
- *Course Evaluation Form from the University's division of Continuing and Professional Education*
- *Post-then Assessment form*
- *Instructions for Ordering transcripts stapled with Transcript Request Form*
- *Trainer Information*



Letters of Offer:

- For all the courses for which The PAR²A Center pays the trainer, trainers will receive a letter of offer from the university.
- Trainers **must sign** and return the letter of offer to The Division of Continuing and Professional Education (CPE) prior to starting the class.
- Payment for trainers will take about 4-6 weeks after the PAR²A Center receives the completed course package.

See the section *After the Training* for more information on payment for teaching a course.



As soon as you receive the packet, review it carefully and if any of the above stated documents are missing, contact the PAR²A Center at 303-556-6464 immediately.

Make sure that you understand what each form included in the packet entails. You **must** take the time to become completely conversant and familiar with the contents of the packet before the first day of the training. If you have questions on any of the materials in the packet, contact the PAR²A Center.

AT THE BEGINNING OF THE TRAINING

How to register paraeducators for a course?

Timely and accurate registration is the trainers' responsibility. At the beginning of the first day of the training, all participants must register by signing in the *Attendance Log*



(Appendix A) and filling out the *Participant Information Form* and the University's *Continuing and Professional Education Registration Form*. For the paraeducators who do not want credit, advise them to fill out the registration form but clearly write across the form in bold letters "non-credit." For these paraeducators, trainers must write down "NC" in the Grades column of the *Attendance Log*.



At the beginning of the training, the trainer must give sufficient time to the participants to complete the registration process. Diligently follow the *First Day of Training: Checklist for Collecting Required Forms (Appendix B)* to register each participant. When collecting the forms from the participants, the trainer needs to check carefully that all required fields in the forms are filled. In case paraeducators are responsible for the tuition payment, the trainer must ensure that personal checks are stapled to the registration form.

What information to provide at the beginning of the training?

The paraeducators attending this class may or may not have ever attended college. Some participants may not be familiar with the "college" process and terms such as credits, semesters, grades, transcripts, transfer of credits to community or four-year colleges, etc. After registration is completed, announce the following general and procedural information to the participants.



Introduction to CO-TOP Academies

Share the *Paraeducator Academy and Module Descriptions* with paraeducators and explain to them that the course they are taking is one of 23 offered. They have the choice of completing one or all of the three certificates from the PAR²A Center, University of Colorado at Denver and Health Sciences Center described in the outline. You may go over the requirements of each certificate to clarify.

Convey to them what your district plans are for offering paraeducator training. Inform them that they can attend CO-TOP academies offered by other school districts, information for which is available on the PAR²A Center website:

<http://www.paracenter.org>

Encourage paraeducators to begin a "Professional Development" notebook or portfolio where they can keep records of all the classes they take through CO-TOP and any training they might get elsewhere. For example, if they participate in any training in their district, they could ask for a certificate saying what training they received and when they took it. They should keep the course outline from each CO-TOP academy they complete. Describe the record keeping process for your district such



as which department keeps records and how paraeducators can add transcripts for classes they complete to their file.

Credit for Courses

Paraeducators may choose not to sign-up for the undergraduate credit for CO-TOP classes. Trainers need to explain the advantages of receiving college credit vs. attending training and not receiving credit for each academy so they can make



informed choices, especially in light of the requirements of the No Child Left Behind (NCLB) Act. These requirements are that paraprofessionals must have: (1) completed at least two years of study at an institution of higher education; or (2) obtained an associate's or higher degree; or (3) have met a rigorous standard of quality through a formal state or local academic assessment.

The paraeducator may find that attending trainings for college credit is expensive, and in some cases, their credit may not transfer to a degree program or even be recognized by their district. However, they need to know that many community colleges are now able to transfer these credits towards a degree, and several districts are starting to recognize these credits for pay increases. CO-TOP credit will count towards the NCLB requirements and will follow the paraeducator permanently to different districts. Credit is a good indicator of skills, and knowledge in specific areas increases professional regard. If the paraeducator does decide to decline credit, there will be no proof of knowledge learned, and it may be more difficult for districts to account for the paraeducator being "highly qualified."

Absence policy

Share the schedule of the classes and highlight the importance of full attendance. Caution the participants that any absence, which is more than 20% (i.e. three hours) of the total 15 contact hours of an academy, will mean an automatic withdrawal from the credit course. No grade will be assigned to those whose absences exceed 3 hours. The trainer, at his/her discretion, may allow make up work to take the place of a missed class. Made up classes should be noted in the instructor notes, at the bottom of the *Attendance Log*.

Appropriate Classroom Behavior Policy

Hand out *The PAR²A Center Guidelines for Appropriate Classroom Behavior (Appendix C)* to the participants. Emphasize that these are based on and in accordance with the policy of the University of Colorado at Denver and Health Sciences Center.

CO-TOP classes are not usually held on the Auraria campus and some students may not be familiar with appropriate classroom demeanor if they have not attended classes on campus. However, the



CO-TOP classes are offered through the Extended Studies program of CU-Denver and since college credit is given for these classes, adherence to PAR²A Center and University policy on classroom behavior is required.

- Students are expected to conduct themselves appropriately in classroom situations. If disruptive behavior occurs in the classroom, the instructor has the authority to ask the disruptive student to leave the classroom.
- Should such disorderly or disruptive conduct persist, the instructor should report the matter to Veronica Hepworth, CO-TOP Coordinator and/or Dr. Ritu Chopra, Director of the PAR²A Center.
- The Executive Review Committee of the PAR²A Center may dismiss a student from a particular class for disruptive behavior. In addition, if the behavior in question is of a grievous nature, the Executive Review Committee may recommend to the Vice Chancellor for Academic and Student Affairs to withdraw, suspend, permanently expel, and/or permanently exclude the student from further CO-TOP classes.
- Appeal questions concerning disruptive behavior should be directed to the Academic Dean's office when withdrawal from a class is involved and to the Director of Student Life when suspension or expulsion from the university is involved.

Grading Policy

Trainers need to explain the following grading policy to paraeducators at the first session of the class.

Grade Symbols

A = superior/excellent

B = good/better than average

C = competent/average

D = minimum passing

F = failing

IF = incomplete – changed to an *F* if not completed within one year.

NC = indicates registration on a no-credit basis.

An *IF* is given only when paraeducators, for reasons beyond their control, have been unable to complete course requirements. A substantial amount of work must be satisfactorily completed before approval for such a grade is given. The paraeducator and trainer must devise a plan to carry out a make up assignment by a deadline which should be within one year. For example, if the class is offered in the Fall of 2005, the make up work must be completed before the Fall of the next year i.e. 2006.



Once a paraeducator completes the assignment by the specified deadline, the trainer must call the PAR²A Center to initiate the Change of the Grade from *IF* to

the new grade. Trainer's failure to report the new grade to the PAR²A Center within one year will result in an F on the paraeducator's record.

Ordering Transcripts

- Provide paraeducators with the *Instructions for Ordering Transcripts* and *Request for Transcript Forms* which are stapled together and included in the course materials packet that you receive from the PAR²A Center. Emphasize that the PAR²A Center **does not** process transcripts. All inquiries regarding transcripts should be handled directly through the CU Denver Records office. Advise them to:
 - Fill out the form after they complete the academy/course.
 - Mail it only after the last week of the semester (which is the third week of May, August, and December for Spring, Summer, and Fall semesters respectively). Grades are posted at the end of the semester. If transcript requests are mailed before the end of the semester, grades for that particular semester will not appear on the transcript.
 - Follow the directions on the attached Transcript Request Form. Consult the UCDHSC transcript website at <http://www.cudenver.edu/Admissions/Registrar/default.htm> then, click on "Transcripts" under *Guide To Registrar Office Services*.



Tuition Bills

Sometimes paraeducators may receive a bill for a course that was funded by the district or the PAR²A Center or for which they paid personally. Advise them to disregard the first bill, but they **MUST** call the PAR²A Center if they receive a second bill. The PAR²A Center will need their name, social security number, and the name and dates of the class in order to process the request.



DURING THE TRAINING

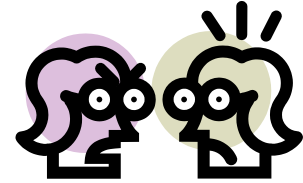
How to keep track of participants' attendance?


Trainers should have participants sign the *Attendance Log* at the beginning of the first class and each of the sessions that follow. Normally, any absence, which is more than 20% (i.e. three hours) of the total 15 contact hours of an academy, indicates that the paraeducator has automatically withdrawn from the credit course. The *Attendance Log* is a useful tool for determining how many sessions a participant has missed and what needs to be done to make up for the time they missed. The attendance log is also a tool to register grades for the paraeducators at the end of the class



How to deal with disruptive and unruly behavior among the participants?

Every class has its own personality. There are times when it is an absolute delight instructing a class where the students/participants are hungry for knowledge. However, every once in awhile a trainer/instructor will be confronted with a class where unruly behavior needs to be addressed. Refer to **Tips for Creating a Peaceful Classroom (Appendix D)** and **Techniques for Maintaining Control without Confrontation (Appendix E)**. If you have a student who is disrupting the class and is persistent in the behavior, you have the option of asking that student to leave the classroom. In the event that this occurs you must call the PAR²A Center immediately in order to document the incident. Even though most classes are not held on the college campus, these courses are offered by the University of Colorado at Denver and Health Sciences Center and students are required to follow the student's code of conduct for the university as stated in the PAR²A Center Guidelines for Appropriate Classroom Behavior.




 Remember, there are behaviors that cannot be tolerated in the classroom and call for immediate action. Never allow a student to verbally abuse you or any other student. Structure and fairness combined with clear expectations in a caring non-threatening environment are the key elements of good training. Training is not easy. It does get better. Even after many years of training, there are good days and bad days. Continue to learn from each situation

How to maintain the quality of the CO-TOP curriculum?

As per University policies, any one credit hour course entails 15 hours of instruction time. All CO-TOP academies are thoughtfully developed using research based practices and field testing to meet this requirement. The amount of time needed to cover each module in an academy is clearly marked in the *Paraeducator Academy and Module Descriptions*. Trainers need to pay close attention to the curriculum and pace themselves to ensure full coverage of the curriculum. Every lecture, discussion, and activity outlined in the trainer guides has a purpose and place; therefore, the trainers must adhere to the curriculum and deliver it in its entirety.



 If you find yourself going through a module faster than the time allotted to it, you need to review the academy materials and ensure that you have not missed anything. Insufficient coverage of the curriculum could also result

when the trainer is unprepared, under prepared and/or disorganized. Trainers must give themselves enough time to organize materials, thoughts and ideas and do full justice to the CO-TOP curriculum and their audience.

AT THE END OF THE TRAINING

How to administer the course evaluation forms?

Trainers are responsible and will be held accountable for collecting evaluation data from academy participants. In the final half hour of the training, trainers need to distribute and administer the Post-Then assessments and Extended Studies evaluation forms that they receive from the PAR²A Center. Trainers must follow the *Post-then Assessment Administration Checklist (Appendix F)* and *Extended Studies Evaluation Administration Checklist (Appendix G)* at this point to ascertain proper administration of both instruments.



Diligently follow the *Final Day of Training: Checklist for Collecting Required Forms (Appendix H)*. When collecting the forms from the participants, the trainer needs to check carefully that all required fields in the forms are filled.

How important is the course evaluation data?

The two instruments stated above gather valuable information for the PAR²A Center, district administrators, trainers and paraeducators. The Post/Then Assessments help examine how academy participants perceive their skill level prior to and after training. The results from the Extended Studies Evaluation help to further improve the quality of academies and instruction. We, at the PAR²A Center, are able to assess how well the training is being delivered by group comparisons to other academies and



trainers. The information that we glean from these analyses is utilized for revision and expansion of current curriculum and development of future curriculum. For example, if analyses of a particular assessment item reveal that a significant number of academy participants do not feel confident in their skill level on this specific ability, the academy curriculum may be modified to address this issue. Evaluation data also help us to provide feedback and guidance to trainers to improve their performance. Finally, the data we collect is used for publications such as reports and articles that reach many educators nationwide. This information is extremely beneficial for future development of other paraeducator programs.

AFTER THE TRAINING

What to do after the training?

After the completion of the class, the trainers need to record grades on the attendance sheet and review all checklists to ascertain that they have completed all responsibilities. Trainers are responsible to count the number of registration forms, participation forms, complete attendance log, and make sure the numbers of paraeducators from those three documents are consistent. Trainers also need to highlight those paraeducators who attend the classes but receive no credit.

Usually, the package should include following information:

- The University's Continuing and Professional Education Registration Form and Participant Information Sheet (stapled together)
- Personal checks stapled to the registration form, if individual participants are paying the tuition
- Post-then Assessment for the academy
- Course Evaluation Form from the University's Division of Continuing and Professional Education
- Attendance/grade log for the academy. Please make sure the GRADES are filled in on this sheet.
- Completed Trainer Information Sheet



All materials listed above must be mailed back in ONE packet to the PAR²A Center by the specified deadline, which is **one week after the class** has been concluded.

When to expect payment from the PAR²A Center?

For the courses requiring the PAR²A Center to pay the trainers, trainers must sign and return the letter of offer to The Division of Continuing and Professional Education (CPE) prior to starting the class. The instructor is paid out of the tuition funds collected for a class. The trainer will receive \$600 for teaching an Academy (@ \$40.00 per hour for 15 hours), **provided the class has 20 paraeducators**. If there is more than one instructor teaching the academy, the payment will be split among them and each trainer needs to complete their own set of payment forms. If a class has under 20 paraeducators signed up, you **MUST** call the PAR²A Center at 303-556-6464 for further instructions as to whether to hold the class or not. If you must hold the class with a lower number of paraeducators, the PAR²A Center may negotiate a lower rate of instructor reimbursement with you.



Trainers are required to wait four to six weeks after the PAR²A Center receives the completed academy package for their payments. Academy packages that are returned to the PAR²A Center incomplete will result in the delay of payment to trainers until such time as the trainer completes requisite obligations.

How to receive CO-TOP Curriculum updates?

The PAR²A Center constantly refines, updates, and expands academy curriculum for paraeducators. Trainers are responsible to follow the latest requirements of the academies. Trainers can find the latest academy information in the PAR²A Center's website:



http://www.paracenter.org/PARACenter/library/documents/CO-TOP_Academy_Outlines.pdf (PDA form).

How to sustain CO-TOP training in your district?

The following strategies would be helpful in sustaining CO-TOP training in your districts after the current source of funding ends:



- Talk to people who are involved in budget decisions
- Talk to Human Resources and Staff Development people in your district who might have funds that can be utilized for paraeducator training
- Create occasions and invite people to talk to paraeducators and teachers who are involved in CO-TOP
- Share the PAR²A Center website with others who are in decision-making positions
- Network with other CO-TOP trainers, exchange ideas and share information
- Show the curriculum and training materials to other school professionals who might be interested in becoming CO-TOP trainers. Encourage them to contact the PAR²A Center to get information on PSA and TOPA
- Talk to other programs/program coordinators that also employ paraeducators (Special Education, ESL, Title I, Library-Media, School Nursing)

★ Remember, sometime it takes a long time to get all the pieces in place but - perseverance pays!

Are CO-TOP Instruction Materials copyrighted?

YES. All the instructional materials distributed to trainers and their districts are protected by Federal copyright law.



Unauthorized copying or reproduction or use of any CO-TOP curriculum or related documents and forms is illegal. Upon receiving the CO-TOP paraeducator CD from the PAR²A Center, your district representative signs an

agreement which clearly states that CO-TOP academies are to be used for the purpose of training paraeducators in the district and that any other use of the materials would constitute infringement of copyright laws (including duplication of the CD or duplication of the material for other purposes). In simple terms, district personnel including trainers cannot sell CO-TOP curriculum materials or give them away to people for purposes other than those outlined in the CD agreement either in paper form or electronically. Nor can they transform them into some other kind of media – e.g. distance learning, online courses, etc.

How to receive ongoing support from the PAR²A Center?

Trainer’s Profile, Feedback, and Survey

While it is not absolutely required, it is strongly recommended that trainers keep in close contact with the PAR²A Center. Each course package that is sent out contains a trainer information sheet in which trainers can update their profile. The PAR²A Center welcomes feedback from trainers at anytime. To facilitate this, the Center will periodically send a trainer survey asking for trainers’ opinions and to update trainers’ latest information.

Trainer Page on the PAR²A Center’s Website

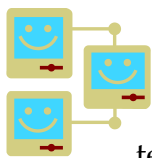
The PAR²A Center’s website hosts a “Trainers Page” for trainers to check information, add personal profiles, review their responsibilities, and exchange ideas. For more information, please visit:

<http://www.paracenter.org/PARACenter/trainers/>



TOPCAT Seminar

The PAR²A Center offers an online course called the TOPCAT Seminar for CO-TOP trainers. The purpose is to provide CO-TOP Trainers ongoing support in their roles as supervisors and trainers of paraeducators. Through this seminar, trainers receive updated information about CO-TOP Academies, find collegial support from other trainers, exchange ideas, gain presenting and adult teaching ideas, and receive feedback on their teaching of paraeducator academies. This seminar also addresses the questions and needs of the individual CO-TOP trainer with regards to CO-TOP paraeducator training materials and processes. The seminar is available for graduate credit and includes readings, e-mail exchanges, and reflections on their work as CO-TOP trainers. Visit the PAR²A Center website for more information on the TOPCAT seminar.



APPENDICES

Appendix A – Attendance Log CO-TOP Academies

<p>Academy Name _____</p> <p>Dates _____</p> <p>District _____</p> <p>Instructor _____</p> <p>Instructor Signature _____ <i>(Print clearly please)</i></p> <p>Total Students receiving Credit _____</p>	<p>Directions:</p> <ol style="list-style-type: none"> 1) Have each student indicate attendance by writing their initials in the session box; 2) After class, the instructor makes a note of student absences in the box. 3) The Instructor counts the total students receiving credit and <u>assigns a grade</u> to each student. <p>More than *one absence will mean an automatic withdrawal from the credit course. No grade will be assigned to those whose absences exceed one. The instructor, at his/her discretion, may allow make up work to take the place of a missed class. Made up classes should be noted in the instructor notes, at the bottom.</p> <p>*Please review individual class syllabi, where provided, before utilizing the above grading standard for absences.</p>
Session Dates <i>(Fill in by hand please)</i>	Grade
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

Appendix B – First Day: Checklist for Collecting Required Forms

Purpose: These steps are vital in ensuring that all participants have received the proper credit for the training as well as a grade. If any one piece of information is missing, the participant may not receive credit.

Before Training Begins:

- Have all participants sign-in
- Have all participants complete a name badge

First 10 Minutes of Training:

- Distribute registration packets
- Collects all registration packets
- Give overview of CO-TOP, certificates, classes, etc.

45 Minutes into Training:

- Verify that all participants have registered
 1. Take a head count: # _____
 2. Count the signatures on sign-in sheets: # _____
 3. Count the registration packets: # _____
 4. **These numbers should match**

Prior to First Break:

- Determine any discrepancies in the above
- Announce that there is information missing and that it must be turned in prior to the end of the break
- Participants should not be released for the lunch break until all forms are in

Appendix C – Guidelines for Appropriate Classroom Behavior

The PAR²A Center's guidelines for appropriate student behavior in the classroom are based on and in accordance with the policy of the University of Colorado at Denver and Health Sciences Center.

CO-TOP classes are not usually held on the Auraria campus and some students may not be familiar with appropriate classroom demeanor if they have not attended classes on campus. However, the CO-TOP classes are offered through the Extended Studies program of CU-Denver and since college credit is given for these classes, adherence to PAR²A Center and University policy on classroom behavior is required.

- Students are expected to conduct themselves appropriately in classroom situations. If disruptive behavior occurs in the classroom, the instructor has the authority to ask the disruptive student to leave the classroom.
- Should such disorderly or disruptive conduct persist, the instructor should report the matter to Veronica Hepworth, CO-TOP Coordinator and/or Dr. Ritu Chopra, Director of the PAR²A Center.
- The Executive Review Committee of the PAR²A Center may dismiss a student from a particular class for disruptive behavior. In addition, if the behavior in question is of a grievous nature, the Executive Review Committee may recommend to the Vice Chancellor for Academic and Student Affairs to withdraw, suspend, permanently expel, and/or permanently exclude the student from further CO-TOP classes.
- Appeal questions concerning disruptive behavior should be directed to the Academic Dean's office when withdrawal from a class is involved and to the Director of Student Life when suspension or expulsion from the university is involved.

Code of Student Conduct (Student Rights and Responsibilities and Procedures for Disciplinary Review and Action)

STANDARDS OF CONDUCT FOR WHICH ACTION MAY BE TAKEN IF A VIOLATION OCCURS

Acting through its administrative officers (The PAR²A Center Executive Review Committee) the university reserves the right to exclude those posing a danger to

university personnel (instructors, staff, etc.) or property and those who interfere with its function as an educational institution.

The behaviors outlined below will not be tolerated, because they threaten the safety of individuals and violate the basic purpose of the university and the personal rights and freedoms of its members.

- Intentional obstruction, disruption, or interference with teaching, research, disciplinary proceedings, or other university activities.
- Willful obstruction or interference with the freedom of movement of students, school officials, employees and invited guests.
- Physical abuse of any person at classes sponsored or supervised by the university, or conduct that threatens or endangers the health or safety of any such person.
- Verbal or physical harassment in all forms, which includes but is not limited to, striking, laying hands upon, threatening with violence, or offering to do bodily harm to another person with the intent to punish or injure or other treatment of a tyrannical, abusive, shameful, insulting, or humiliating nature.
- Prohibited entry to or use of facilities where university classes are conducted, defined as unauthorized entry for illegal purposes detrimental to the university.
- Forgery, fraud (to include computer fraud) falsification, alteration, or use of university documents, records, or instruments of identification with intent to gain any unentitled advantage.
- Theft or damage to facilities and the private property of students, university officials, employees, and invited guests. This includes the possession of known stolen property.
- Possession of firearms, explosives, or other dangerous weapons where university classes are conducted.
- Possession or use of any illegal drugs or alcohol where university classes are conducted.

UNIVERSITY STANDARDS AND CRIMINAL VIOLATIONS

As a member of the university community, you are held accountable not only for upholding civil and criminal laws, but university standards as well. Enrollment does

not confer either immunity or special consideration with reference to civil and criminal laws. Disciplinary action by the university will not be subject to challenge or postponement of the grounds that criminal charges involving the same incident have been dismissed, reduced, or are pending in civil or criminal court. In addition, the PAR²A Center and the university reserves the right to pursue disciplinary action if a student violates a standard and withdraws from the university before administrative action is final.

Appendix D – Tips for Creating a Peaceful Classroom



- ✓ **Have a genuine interest in your students.**
Greet students at the door. Attend to students as individuals, not just to the class as a whole. It is so important to learn your students' names quickly and learn the correct pronunciation of their names. Take an interest if they are absent.
- ✓ **Communicate classroom rules clearly.**
Enforce rules fairly and consistently. Consider each incident's unique circumstances while making discipline-related decisions.
- ✓ **Be objective, not judgmental.**
Try to adopt the students' perspective. Look at issues from a variety of perspectives.
- ✓ **Show that you are human.**
Be prepared to admit your mistakes. Use humor, when appropriate.
- ✓ **Minimize the power differential in everyday communication.**
Sitting behind a desk or standing behind a podium can send the message that you want to create some distance between yourself and the students.
- ✓ **Address problem behavior directly and immediately.**
Unresolved conflicts and issues often resurface. Addressing a problem early lessens the chance that it will expand.
- ✓ **Adopt a collaborative approach.**
Maximize student opportunities for choices within the classroom. Consider the perspective that this is "our" classroom, not "my" classroom. Actively solicit students' opinions

Appendix E – Techniques for Maintaining Control without Confrontation

There are different kinds of discipline problems in the classroom. One is the type where the whole class is unruly and it's very hard to pinpoint who is creating the problem, so it's hard to single one person out. If you do single someone out, then she/he complains that it was someone else who started the problem. In situations like this, which are by far the worst for trainers, the following steps are recommended (these are not in order - it all depends on the situation):

1) Examine yourself as a Trainer

Ask yourself the following questions: Do you fully understand the material that you are teaching and have anticipated the problems that students may have? Are you presenting material that is too hard or too easy? Are you connecting with your students? Do you have enough structure? Try having someone videotape your lesson. Are you presenting yourself as a firm but caring trainer? Are you engaging in mannerisms that give away that you are insecure? Students have an extra sense for this. If this is the case, try to relax and make time to get to know your students individually. Are you allowing time to explain the new material? It's amazing how many veteran trainers fall into this pattern. Your timing may be off. Allow time to clearly present a lesson. Allow for practice in class. You need time to find out what they need more help on.

2) Talk to your CO-TOP Coordinator or someone you can trust.

Have this person give you ideas about seating arrangements, your lesson structure, your presentation, etc. Don't try to deal with everything alone. Get a support system you can trust. Never go around telling all your colleagues or other trainers how horrible this or that student is in your class. You might be surprised how word of this gets back to the student. Remember, others may give you advice that works for some trainers, but may not work for you. Try to be yourself. The discipline approach you use has to make *you* feel comfortable.

3) Never lose it!

You should keep your voice calm and you should speak clearly and slowly. You can raise your voice but never engage in shouting matches with your students. Never say: Shut up! Never, never, try to physically remove a student. In fact, never touch a student. You can be liable for touching a student unless it is in self defense or you are

trying to stop a fight. If you are very angry, try the silent method and try to gain control. Appear relaxed and speak honestly about your expectations in a firm but quiet tone. **If you remain calm and in control, it will go a long way in keeping the situation from escalating.**

4) Use Non verbal or Silent Signals

- ✓ Establish eye contact.
- ✓ Move around the room and increase proximity to restless students. However, respect the student's personal space and do not stand too close.
- ✓ Keep an open stance and do not cross your arms as it gives the impression that you are not listening or do not agree
- ✓ Re-direct a student's attention – place hand on student's desk or book;
- ✓ Begin a new activity.
- ✓ Offer a choice.

5) Use Tact and Positive Gestures

- ✓ Model the behavior you want in students.
- ✓ Try seeing the student outside of class so other students don't notice. Students are more receptive if they know other students are not watching or listening.
- ✓ Giving an important job to an unruly student (not when they are being unruly, of course).
- ✓ Incorporate student who is off-task into the demonstration (not a put down: "Joan, please hold the end of this for me")
- ✓ Use humor.
- ✓ Ask a directed question.

6) Use Sane Messages

- ✓ Address what the student is doing, don't attack the student's character [personal traits]. Labeling disables.
- ✓ Use communication that is congruent with student's own feelings about the situation and themselves.
- ✓ Invite cooperation rather than demanding it.
- ✓ Trainers should express their feelings--anger--but in sane ways. "What you are doing makes me very angry. I need you to"

Appendix F – Post-Then Assessment Administration Checklist

- ✓ Make sure that you are using the most current version of the Post/Then pre assessment.
- ✓ Administer the Post/Then pre assessment at the end of the course and not at the beginning.
- ✓ Allot a sufficient amount of time at the end of the course to administer the Post/Then pre assessments.
- ✓ Communicate to students that this data collection is important and ask students to consider their responses carefully.
- ✓ Thoroughly explain to students to fill out both “prior to training” and “after training” columns.
- ✓ Instruct students to use whole numbers for survey responses, not responses such as 3.5, 3+, 3-, between 3 and 4.
- ✓ Do not discuss information with students that may bias their individual responses.
- ✓ Please attempt to check completed surveys to make sure that they were completed correctly.

Appendix G – Extended Studies Evaluation Administration Checklist

- ✓ Administer the Extended Studies assessment at the end of the course and not at the beginning.
- ✓ Allot a sufficient amount of time at the end of the course to administer the assessments.
- ✓ Communicate to students that this data collection is important and ask students to consider their responses carefully.
- ✓ Instruct students to use whole numbers for survey responses, not responses such as 3.5, 3+, 3-, between 3 and 4.
- ✓ Do not discuss information with students that may bias their individual responses.
- ✓ Check participants' completed surveys to make sure that they were completed correctly.

Appendix H – Final Day: Checklist for Collecting Required Forms

<p>Before Training Begins:</p> <ul style="list-style-type: none">• Have all participants sign-in• Have all participants complete a name badge
<p>30-45 minutes into Training:</p> <ul style="list-style-type: none">• Take a Head Count. # _____• Count Signatures on sign-in sheets.• These numbers should match those of the first day of training.
<p>Prior to First Break:</p> <ul style="list-style-type: none">• Determine any discrepancies in the above and resolve them prior to the break
<p>First 10 minutes of Wrap-Up:</p> <ul style="list-style-type: none">• Distribute Post-Then assessment Evaluations.• Distribute Extended Studies Evaluations.• Allow Approximately 5-10 minutes for the completion of these forms.• Collect all Post-Then Assessment and Extended Studies Evaluations.
<p>Last 20 minutes of Training:</p> <ul style="list-style-type: none">• Count Post-Then Assessments. # _____• Count extended studies evaluations. # _____• Verify that these numbers match all previous counts.• If there are discrepancies, ensure that they are resolved prior to releasing the class.