



Professional Development Center “Learn from the Experts”

CPS Level 1 Training: Facilitator Guide

6-hour Training Outline:

8:30 – 9:00	Introduction & Overview
9:00 – 9:45	Module 1: Setting Up CPS
9:45 – 10:00	Morning Break
10:00 – 11:00	Module 2: Instant Classroom Interactivity
11:00 – 11:15	Morning Review: There It Is!
11:15 – 11:30	Full-day Session: Determine needs/expectations for afternoon, parking lot questions, housekeeping from morning Half-day Session: Do evaluation
11:30 – 12:30	Lunch Break
12:30 – 2:30	Module 3, 4 or 5 Incorporate a 15-minute break into module
2:30 – 3:00	<u>Optional:</u> Module 6 or 7
3:00 – 3:15	Afternoon Review: Challenge Board
3:15 – 3:30	Parking lot, evaluation, closing

Module Overviews

Half-Day Training

- **Module 1: Setting Up CPS:** Participants will set up the CPS receiver and use CPS response pads. They will also create a CPS database with class and student information to use when engaging CPS lessons and activities.
- **Module 2: Instant Classroom Interactivity:** Participants will learn how to use the Verbal and Chalkboard mode of delivering questions on the fly to bring interactivity to their lessons. The *FastGrade* feature will be used to grade printed assessments with a CPS answer key and engage the content in Teacher Led and Student Paced modes.

Full-Day Training

Choose one of the following modules:

- **Module 3: Creating Content in CPS:** Participants will create lessons and use the question-authoring templates to create their own content within CPS and deliver lessons in a Teacher Paced mode.
- **Module 4: Using ExamView® and CPS:** Participants will create tests with the *ExamView Test Generator* using content from the *Learning Series* or a textbook question bank. They will import the tests into CPS to deliver them with student response pads and view student performance data using CPS reports.
- **Module 5: Interactive PowerPoint Presentations:** Participants will learn how to engage questions while viewing a PowerPoint slideshow in CPS or through CPS for PowerPoint.

Optional: Commence the day with one of the following modules:

- **Module 6: Learning Through Team Activities:** Participants will learn how to present content to students using the Challenge Board and There It Is! team activities.
- **Module 7: CPS Reports** Participants will learn how to edit reports to re-grade questions and students.

Be Prepared

Before Training

- Order training guides for participants
- Print handouts for There It Is! Review
- Get small prizes to hand out (hats, mugs, pens, \$5 Starbucks cards, etc.)
- Find out needs of customers to customize their training. Use the Modules overview on page 2 to have discussions with the training coordinator.
- Confirm details of training day with the coordinator at the host site (i.e. time, food provisions, platform – PC or Mac, CPS Software version/installation, ExamView/Learning Series installation, CPS for PowerPoint installation, agenda, number of attendees, etc.)
- Make sure the training coordinator tells participants to bring with them:
 - Class lists
 - Multiple choice tests they already use with their class
 - ExamView publisher disks (if appropriate)
- Optional: Load flash drive with practice files from trainer's database
 - Some trainers like users to begin from a pre-created database as opposed to creating one from scratch. You can load the database on a flash drive and drag and drop them onto the participants' computer desktop when you arrive at the training so they work from that folder.

Packing Up

- CPS systems
- Extra receiver units for participants to use
- Prizes
- Manuals and Handouts
- Nametags

Day of Training

- Get there early!
- Check that CPS, ExamView and test banks (if appropriate) were loaded on the computers (the correct version)
- Load practice files onto each computers' desktop
- Place manuals at each seat
- Disperse CPS systems in various locations for use during training (if using teams you might want to wait and give it to the team leader in the Introduction & Overview section)

CPS Level 1 Training Database

Folders/Files

- EV Sample Files
- Practice Files
- Student Database
- Trainer Database
- Image Library

EV Sample Files

- Can be used with Module 4 if the computers were not preloaded with the content (Learning Series or publisher banks) purchased by the customer

Practice Files

- CSV import file for use in Module 1
- Elementary and Secondary Chalkboard images for use in Module 2
- New video for media import in Module 3
- Glencoe Math PowerPoint file for use in Module 5

Student Database

- All of the free sample databases currently available on SEARCH in one easy-to-use database. The content is divided into the following folders:
 - Team Activities
 - Elementary Lessons
 - Secondary Lessons
- See the Team Activities Folder if you want to demonstrate There It Is 2! with the picture matching activity in Module 6

Trainer Database

- Contains a database to use while training that has the following sections:
 - Level 1 Modules Instruction:
 - A lesson for each module that has preformatted questions to align with some of the activities in the training guide and questions to check on participants' confidence about each section of the module
 - Level 1 Modules Review
 - A lesson for each module that has assessment questions on the features presented in that module
 - The questions are used in the team activities and can also be used by the trainer in any delivery mode to check for understanding
 - Getting to Know You Lesson
 - See the introduction section in this guide for ideas on how to use these questions during that segment of the training
 - There It Is! Mods 1 & 2 Lesson

- To be done at the end of the morning session after covering Modules 1 & 2
- Don't forget to give out prizes
- Challenge Board: Level 1 Training Review
 - The four categories are: Module 3, Module 4, Module 5, and Modules 6 – 7
 - Use for the end of a full-day training as a closer
 - Only do the categories you covered in the training (will make the game go quicker too)
 - Don't forget to give out prizes
- Word document to print for There It Is! Modules 1 & 2 Review Activity

Image Library

- This installation file can be extracted to download the free image library available from eInstruction. This is helpful in Module 3 when you show how to add graphics.

Introduction

Suggested Time Frame: 30 minutes

Teaching Tips:

1. Welcome and Introduction

- a. Introduce yourself and tell a little about your background (build credibility with your group)

2. Get to Know Your Group

- a. Get them clicking right away using the “Getting to Know You” lesson in your CPS trainer’s database
- b. Q1-Q5: General getting to know you questions

3. CPS Overview

- a. Q6: View the short news video to highlight CPS
 - Idea: Ask a verbal question to see how confident participants are in being able to do what they just viewed in the video

4. Establish Teams

- a. Q7: Skill level with computer question can help you group your participants into teams of 3-4 with a strong computer user designated as the team captain if this is your training style
 - Ask for volunteers from the highest response group to be team leaders
 - Bring them to the front of the room and give them a small gift for their role to be the helpers for their teams
 - Divide others onto teams based on their confidence levels
 - Have teams move to the same area of the room to sit together
 - Teams could do a group activity to introduce themselves

5. Review Agenda and Objectives

- a. Review table of contents and learning objectives for each module
- b. Q8-Q9: Help you learn about the group’s teaching styles to determine how to guide the training to best suit their needs
 - Use the “Notes” feature to view ideas for which modules align best with which styles
- c. Q10: To vote on an afternoon module after talking through their responses to questions 8 and 9 if this has not been done before the training with the training coordinator
- d. Q11-Q12: Use at any point in the training to check on the status of your group

Classroom Management Ideas:

- **Help Cups**
 - Get red, yellow, and green plastic cups
 - Stack them on top of each participant's computer
 - Explain their use during the introduction
 - Green = doing fine, smooth sailing
 - Yellow = have a question but am still working
 - Red = I am completely stuck

- **Ask 3 Before You Ask Me Rule**
 - Use the additional support section located in the front cover of the manual to show participants all of the resources available to them during and after the training
 - Tell them to ask 3 resources before asking for your help (i.e. consult help file in software, look at the training guide, ask team captain, then ask trainer)

- **Parking Lot Chart**
 - Create a piece of chart paper with the title "Parking Lot" on top
 - Encourage participants to put any questions and ideas not directly related to the current topic in the parking lot throughout the training (post it notes are great for this)
 - At convenient times in the day you can visit the parking lot and choose items to discuss or questions to answer

Note to Trainer:

- You want participants to experience the workflow of *Prepare > Engage > Report* many times over during each module. Make sure you leave enough time for participants to engage and look at reports after covering the creation of content in Modules 3, 4, and 5. In Module 2 make sure you go through the entire workflow during each section.
- The *Check for Understanding*, *Instructional Application*, and *Practice* activities are designed to help participants plan how they are going to use CPS in the classroom once they leave the training. Do your best to give the class processing time to complete as many of these activities as time will permit.

Module 1: Setting Up CPS

Suggested Time Frame: 45 minutes

Teaching Tips:

- 1. Navigate the buttons on the CPS response pad**
 - a. Choose either the IR or RF page based on customer's purchase
 - b. Filling out the IR or RF page can be done individually or in teams
 - c. Go over the answers using CPS by engaging the *Level 1 Modules Instruction > 01 Setting Up CPS* lesson in your CPS trainer's database
 - The "Notes" feature gives the explanations written under each question in the Training Guide

- 2. Create, name, and save a new CPS database**
 - a. Explain the importance of creating one database (all lessons and data in one location) and storing it in a folder (all image files and downloadable Excel reports end up in same location as the database so it helps to have it in a self-contained folder)

- 3. Navigate the CPS window**
 - a. Terminology with CPS 5.0 has changed so be sure to brush up on the new terms and use them consistently in your training

- 4. Detect the CPS receiver**
 - a. If you have enough receiver units it is good to go through this hands-on so users feel comfortable with the hardware

- 5. Create a class roster with student demographic information**
 - a. The Quick Tip is a big time saver when inputting student names manually – be sure to model it for your group
 - b. Encourage participants to bring their own class lists so they leave the training with some of the prep work done

- 6. CSV File Import and Quick Class**
 - a. Depending on your audience you might choose to skip these sections
 - b. If you do cover .csv file import use the practice file named "Hollywood Stars" in the "Practice Files" folder in your CPS trainer's database
 - c. Quick Class has the potential to confuse learners since you have to go to Engage to create it. This disrupts the workflow of Prepare > Engage > Report. You might want to avoid it unless requested.

Student Check Up:

- Use the questions under *Level 1 Modules Instruction > 01 Setting Up CPS* to see how confident your participants are in what they learned during this module

Module 2: Instant Classroom Interactivity

Suggested Time Frame: 1 hour

Teaching Tips:

1. Verbal Questions

- a. The “Show Large Screen” option is very important for reporting so try not to skip over it
- b. The charting window is considered a report for looking at data so spend some time making sure it is well understood (this is why there is no reports activity after this section of the module)
- c. To extend the Verbal Instructional Application activity, have participants brainstorm all of the instructional resources beyond CPS that they could use the CPS toolbar on top of (i.e. interactive Web sites, instructional software, videos, etc.)
- d. For practice have participants create questions using the worksheet provided and take turns with a partner, their team, or coming up and delivering them to the class

2. Chalkboard Questions

- a. Demonstrate importing an image (several are provided in your training database – for secondary teachers a cell labeled and unlabeled and for elementary teachers an energy diagram labeled and unlabeled)
- b. There are two versions of each image so you can model how to use the labeled one for instruction and then load the same image unlabeled to check for understanding after the lesson
- c. If you use a CPS Chalkboard during your training pass it around and let participants ask quick math questions by drawing them on the canvas

3. Reports

- d. The Question Report and Response Report are good to show after Verbal and Chalkboard so users can see how the questions are recorded (Verbal only if they are typed in while in large screen mode and Chalkboard adds a jpeg image)

4. FastGrade

- a. Use the verbal mode to poll participants on whether or not they brought materials with them or not for the FastGrade practice section
- b. If they didn't bring materials there is a sample test in the training guide

5. Engage Teacher Led and Student Paced modes

- a. Use ideas in the student guide to let participants have hands-on experience engaging lessons

6. Reports

- a. Note the changes in the Study Guide – Class Summary and Question Report only if you are using the Student Practice mode of delivery with CPSir pads

Student Check Up:

- Use the questions under *Level 1 Modules Instruction > 02 Classroom Interactivity* to see how confident your participants are in what they learned during this module

Module 3: Creating Content in CPS

Suggested Time Frame: 2 hours

Teaching Tips:

1. Create Folders and Lessons

- a. Use the ideas from the Practice section to help teachers think through how to organize their lessons
- b. Give them time to create a file structure around those ideas

2. Default Font

- a. This is just a helpful little touch that allows users to make it personal
- b. CPS 5.0 has a Select All and Apply Default Font to All in the Font Group making it easy to take advantage of the formatting with the default font

3. Create Questions

- a. Give them a window tour of all of the groups and buttons in each group
- b. Have participants highlight key features in their training guide descriptions
- c. Discuss how the Format Group works to create different question templates (MC2-8, Numeric, T/F, and Y/N)
- d. Use guided instruction and have participants make and save a question with just text
- e. Note: The Chalkboard question might confuse some but is requested by many. I would model this template separately from those above. Use the images available in the Practice Files folder of your trainer's database.

4. Add Graphics

- a. Discuss how the Format Group works to add graphics to any question template
- b. Use guided instruction and have participants make and save a question with text and images (install CPS Image Library or use sample images in the My Pictures folder of the computer)
- c. Caution: Participants can often sidetrack you here into a discussion of how to download images off the web. Keep track of your timing to see if you can afford to show them this as a sidebar.

5. Add Notes and Media

- a. Can be done separately or together
- b. To extend notes concept, brainstorm on chart paper a list of ways users can use this feature in their lessons (Note: There is a list of ideas written on the screen grab in the training guide)
- c. For a sample media file to attach, use the news video in your trainer's database which is also located in the Practice Files folder

6. Preview a question in Standard mode

- a. This is a great way to show users the Notes and Media icon without going out into full engage mode and disrupting the creation process
- b. Remember the icon will show up during or after the question depending on what option was checked when it was created

7. Copy and Paste Questions

- a. This is another quick tip that helps users save time so it is always greatly appreciated when you take the time to show them
- b. Use a good example for why you would copy a question. Survey questions are great for this because they usually have the same Likert scale answer choices (i.e. Strongly Agree, Agree, and Disagree). It saves the user time from typing it for each question if you just copy and paste and then change the wording for each question but leave the answers the same.

8. Edit Questions

- a. Great to do after copy and paste because you can just use the pasted questions as the example for going back to edit the question section

9. Reorder Questions

- a. Another good follow up to copy and paste because questions get pasted at the beginning of the lesson and users will inevitably want to move them somewhere else within the lesson

10. Instructional Application

- a. Before moving on to engage it is important to let users create a plan for how they are going to create content for their classes
- b. Caution: Creating content is a time consuming process that slows down the user's implementation of CPS. Go over the suggestions in the training guide and give participants time to make their own plan encouraging them to start small so they get up and running with CPS more quickly.

11. Check for Understanding

- a. If you want to review this information there are CPS questions located in the *Level 1 Modules Instruction > 03 Creating Content* lesson of your trainer's database

12. Practice

- a. Everything up to this point was done as guided practice where you modeled instruction and had participants follow along doing what you said
- b. This section is designed to give participants independent practice for them to complete the tasks on their own
- c. Encourage them to use a different feature for each question they create so they practice what they learned

13. Engage Standard Mode

- a. This mode has been adequately modeled throughout the training as you have engaged the training class with questions
- b. Many trainers will point out the features as they go but if you haven't up until now spend some time reviewing the Engage process outlined in the training guide

14. Delivery Options

- a. Depending on your group's ability, saturation level, and time left in the training you can adjust the time you spend on delivery options

15. Practice

- a. It is important to let users engage their own content so they feel confident in this stage of the workflow. Use some of the suggestions in the training guide to allow them time to engage the content they created.

16. Reports

- a. Even if you are running short on time make sure you complete the workflow cycle by having participants generate reports
- b. It is very helpful if they had CPS systems attached to their computer during the engage section so that they have real data to use while generating reports

Student Check Up:

- Use the questions under *Level 1 Modules Instruction > 03 Creating Content* to see how confident your participants are in what they learned during this module

Module 4: Using ExamView and CPS

Suggested Time Frame: 2 hours

Teaching Tips:

1. Build a Test

- a. Give an overview of each question selection method
- b. Have participants star their three favorite methods in their training guide so they are ready to vote
- c. Let participants choose their top 3 question selection methods using the CPS questions located in the *Level 1 Modules Instruction > 04 ExamView* lesson of your trainer's database
- d. If ExamView Learning Series or publisher banks have not been loaded on the computer prior to training, there are sample files in the EV Sample Files folder of your trainer's database

2. Edit a Test

- a. Depending on your group's ability, saturation level, and time left in the training you can adjust the time you spend on how to edit the test

3. Dynamic Questions

- a. This feature is a big WOW! feature for teachers – don't skimp on it! They will love you for it!

4. Style Gallery

- a. Depending on your group's ability, saturation level, and time left in the training you can adjust the time you spend on style layout
- b. Make sure you check the state in the General Preferences so you get the correct test forms in the Style Gallery

5. Import ExamView Files into CPS

- a. It is great to review the concept of folders and lessons before adding ExamView files because whatever folder or lesson is selected when you press Add Files is the location where the file is imported
- b. Users confuse when to use the Import button vs. the add files button

6. ExamView Settings

- a. Depending on your group's ability, saturation level, and time left in the training you can adjust the time you spend on ExamView settings

7. Engage Standard Mode

- a. This mode has been adequately modeled throughout the training as you have engaged the training class with questions
- b. Many trainers will point out the features as they go but if you haven't up until now spend some time reviewing the Engage process outlined in the training guide
- c. Make sure you point out the ExamView buttons especially the Recalculate button so you continue WOWING your group!

8. Delivery Options

- a. Depending on your group's ability, saturation level, and time left in the training you can adjust the time you spend on delivery options

9. Practice

- a. Everything up to this point was done as guided practice where you modeled instruction and had participants follow along doing what you said
- b. This section is designed to give participants independent practice for them to complete the tasks on their own
- c. Encourage them to go through the whole workflow of *Prepare > Engage > Report* using the steps (and ideas for engage) listed in their training guide

10. Reports

- a. Even if you are running short on time make sure you complete the work flow cycle by having participants generate reports
- b. It is very helpful if they had CPS systems attached to their computer during the engage section so that they have real data to use while generating reports

Student Check Up:

- Use the questions under *Level 1 Modules Instruction > 04 ExamView* to see how confident your participants are in what they learned during this module

Module 5: Interactive PowerPoint Presentations

Suggested Time Frame: 2 hours

Teaching Tips:

1. Import PowerPoint Files

- a. Use the Glencoe Math PowerPoint file in the Practice Files folder of your trainer's database as a sample file for import

2. Engage Standard Mode

- a. Note that there are only directions for engaging the PowerPoint and using Verbal questions with it. There are no directions for engaging PowerPoint with a lesson file even though that is an option as well.
- b. The reason for this is because depending on the sequence of training users might not have completed Module 3 Creating Content before doing Module 5 on PowerPoint. Therefore, they would not know what a lesson is at this point.
- c. If your users are advanced or have completed Module 3 you might want to consider showing them how to engage both a lesson and a PowerPoint file simultaneously

3. Reports

- a. Even if you are running short on time make sure you complete the workflow cycle by having participants generate reports
- b. It is very helpful if they had CPS systems attached to their computer during the engage section so that they have real data to use while generating reports

4. CPS for PowerPoint

- a. Users can either create a new PowerPoint presentation or to save time can open the Glencoe Math PowerPoint file in the Practice Files folder of your trainer's database as starting point
- b. Stress the difference between creating a regular PowerPoint slide versus creating a Question Slide from the CPS toolbar

5. Open a CPS database

- a. Use the database created in Module 2

6. Engage CPS and Verbal Questions

- a. Stress how users can access the Verbal, Chalkboard, and Random Student Picker to ask additional questions during instruction

7. Delivery Options

- a. Depending on your group's ability, saturation level, and time left in the training you can adjust the time you spend on delivery options

8. Practice

- a. Everything up to this point was done as guided practice where you modeled instruction and had participants follow along doing what you said
- b. Give participants independent practice for them to complete the tasks on their own

9. Reports

- a. Even if you are running short on time make sure you complete the work flow cycle by having participants generate reports
- b. It is very helpful if they had CPS systems attached to their computer during the engage section so that they have real data to use while generating reports

Student Check Up:

- Use the questions under *Level 1 Modules Instruction > 05 PowerPoint* to see how confident your participants are in what they learned during this module

Module 6: Learning Through Team Activities

Suggested Time Frame: .5 hour

Teaching Tips:

1. Create Team Rosters

- a. Stress that these activities can be done as teams or individually depending on what kind of data the user needs at the end of the activity
- b. Creating Team Rosters is just to help users to think outside of the box for how to use CPS classes to collect data on various groups

2. Create a Challenge Board

- a. It is important to do this after Module 3 or 4 because then users will have lessons or *ExamView* content in their database to use in creating a Challenge Board activity
- b. If participants chose Module 5 as their afternoon activity they will not have the files necessary for this module unless they use the Student Database provided in your trainer's database

3. Engage a Challenge Board

- a. A Challenge Board is in your trainer's database for a closing activity – you could choose to engage that activity at this point
- b. Demonstrate how to toggle the score on and off from the Settings Menu. Stress to users that these scores are not available once they close the game so make sure they make a note of the scores for prizes/rewards before ending the game. Also, suggest that as teams public scores are probably safe to show to the whole class but that if students are working individually they risk embarrassing low performing students.
- c. Demonstrate how to use the Student... Menu option to choose a team name or individual student's name from the roster that is engaged. This is a fun way to call on people/groups to choose a category and point value.

4. Lesson Builder

- a. There It Is! is a fun way to review content so using Builder to create a test from previous content is a good precursor to using There It Is!

5. Print Lessons

- a. The advantage of printing from a word processor is that the user can reformat the questions to fit on a page or front to back
- b. Caution: The content doesn't come into Word as clean and easily as one would like for additional formatting so beware of this while demonstrating and try not to get sidetracked

6. Engage There It Is!

- a. Make sure participants know that any lesson (CPS or *ExamView*) can be used for this activity even though you chose to show Builder as an example earlier

7. Reports

- a. Even though reports are not mentioned in this module make sure participants understand that all of the data generated from the team activities is available in the Reports tab

Student Check Up:

- Use the questions under *Level 1 Modules Instruction > 06 Team Activities* to see how confident your participants are in what they learned during this module

Module 7: CPS Reports

Suggested Time Frame: .5 hour

Teaching Tips:

1. Generate Reports

- a. This should have been adequately modeled throughout the training as you have gone through the workflow *Prepare > Engage > Report*

2. Export Reports

- a. Point out to users that RTF is a Microsoft Word file

3. Print Reports

- a. Point out that reports can either be printed straight from CPS in the format shown or exported first and then printed in their new format

4. Re-Grade Questions and Students

- a. Depending on your group's ability, saturation level, and time left in the training you can adjust the time you spend on re-grade

5. Report Types

- a. These are listed primarily as a reference tool
- b. As noted in the training guide the first seven reports are most common for new users
- c. Not all report types will be useful at this level of training

Student Check Up:

- Use the questions under *Level 1 Modules Instruction > 07 CPS Reports* to see how confident your participants are in what they learned during this module