CPS
Instructor Development

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CPS Instructor Development

This material is developed by the National Child Passenger Safety Board with materials provided by the Transportation Safety Institute and is intended to be used as a training resource for Child Passenger Safety Technicians and Instructors. All reasonable efforts have been made to ensure the material contained herein is accurate. This material is for training purposes only and is not meant to be a substitute for the Code of Federal Regulations or applicable regulatory requirements.

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CPS Instructor Development

Table of Contents

Module description

Differences in how individuals learn and how an Instructor can adapt or modify their presentation style to accommodate differences in learning styles. This section will cover interactive learning and motivating adult learners.

This is the mechanics of speaking to a group, tone of voice, use of presentation time etc…

 How to get the most of asking and handling questions, as well as techniques for facilitating class discussion.

Team teaching techniques, advantages and disadvantages of team teaching

Class set up, instructional technology, problem participants, handling course disruptions, and course evaluation methods. Discussion and review of the Administrator Guide and how to use the Guide for setting up and conducting a course. There will be a hands on activity during this section.

Presentation (2 hours) *from 2 pages of CPS Technician manual or Administrator Guide, with a set time limit, 5-7 minutes per individual. Time for this session includes 30 minute preparation time. This will be a taped presentation with opportunity for class critique using a critique form. The individual will review their presentation with one of the instructors (positive approach) and look at the critique sheets.*

Time for general course feedback and individual written course evaluations.

MODULE 1: INTRODUCTION

CPS Instructor Development Course

Module 1

Welcome to the Instructor Development Course

- Print your name and your agency's name on both sides of the tent card
- Make any necessary corrections to roster

Presented to you by the National Child Passenger Safety Board

Administrative

- Building layout/Restroom/Break area
- Emergency Procedures
- Schedule
- Course evaluation

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Course Goal

- To Improve classroom skills and provide fresh ideas and techniques to enhance development and delivery of presentations
- To prepare you for utilizing NHTSA CPST curriculum in an engaging approach

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- To improve classroom skills and provide fresh ideas and techniques to enhance development and delivery of presentations.
- To prepare you for utilizing NHTSA CPS certification curriculum in an engaging approach.

Course Modules

- Module 1: Introduction
- Module 2: Learning Styles
- Module 3: Speaking Effectively
- Module 4: Questioning
- Module 5: Classroom Management,
  Planning & Logistic Guide and Evaluation
- Module 6: Team Teaching
- Module 7: Presentation
- Conclusion: Workshop summary & course evaluation

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- Module 1: Introduction
- Module 2: Learning Styles
- Module 3: Speaking Effectively
- Module 4: Questioning
- Module 4: Classroom Management, Planning & Logistic Guide, Evaluation
- Module 6: Questioning and Facilitation
- Module 9: Team Teaching
- Module 7: Presentation
- Conclusion

Classroom Conduct

- Be sensitive
- No disparaging remarks
- Be in class at all times
- Blackberry's or cell phones off or in vibrate mode
- Participation

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Instructor Introductions

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One fundamental principle of the teaching learning process is that *people learn most easily if they are confident that they have the ability to learn.*

If I am going to be as much help to you today as I want to be, it is important that you be confident that I *can help* you learn.

If my colleagues are to be as much help as they want to be, it is important that you have confidence in them, as well.

Credentials of the lead instructor:

Introduction of other faculty and their credentials:

As you undertake future teaching assignments, you, too, will have to spend a few minutes assuring your students that *you* have something to offer *them*.

Participant Introductions

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During our time together, each of you will have many opportunities to speak before the rest of the class.

- The faculty *encourage*s your comments at all times, so do not hesitate to speak out when you have something you need to say or ask.
- But there will also be specific times when the faculty not only *encourages* you to speak, but positively insist that you do so.

Procedures for the self introductions
- We are about to ask each of you to introduce yourself to the class
- As you do so, please speak loudly enough so that all hear you
- Of course, we want you to say your name and tell us where you are from
- We also want you to tell us two other things:
  - What is the single thing that you most hope and expect to get from this workshop?
  - Who is or was the greatest teacher you have ever personally known, and what was it about that person that made him or her so great?
  - What is your current role in Child Passenger Safety.
- For this first exercise in public speaking in this workshop, we ask you to try to complete your personal introductions in only a minute or so; your later speaking opportunities will be a bit longer.
- And for this time only, if you want to remain seated at the table while you speak, that is okay.
- But if you are willing to stand up to speak, or even to come up in front of the room, we are delighted to have you do so.

Delivering the introduction

MODULE 2: LEARNING STYLES

Module 2

Learning Styles

Module 2 Objectives

Upon completion of this module, the participant will be able to:

- Define learning
- Identify the factors that affect learning
- Define teaching
- Define the four step process of teaching and learning

- Define learning
- Identify the factors that affect learning
- Define teaching
- Define the four step process of teaching and learning

Module 2 Objectives (Cont'd)

- Compare the differences and similarities in learning styles across all generations
- List the characteristics of different generations of adult learners
- Identify basic adult learning rules to maximize training effectiveness

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- Compare the differences and similarities in learning styles across all generations
- List the characteristics of different generations of adult learners
- Identify basic adult learning rules to maximize training effectiveness

Module 2 Objectives (Cont'd)

- Explain the techniques for motivating multi-generational learners
- Define interactive instruction
- Explain interactive instruction methods

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- Explain the techniques for motivating multi-generational learners
- Define interactive instruction
- Explain interactive instruction methods

- How do people learn?
- How can we tell if someone has learned something?

Learning is any activity involving the senses that affects a person's ability to do something.

- Illustrating
- Guiding and coaching
- Motivating
- Encouraging/Inspiring
- Explaining
- Mentoring

Teaching is providing an efficient learning environment for the participant.

At the very least, a teacher or trainer must never do anything that makes it more difficult for the participant to learn.

- Step 1 - Preparation
- Step 2 - Presentation
- Step 3 - Coaching
- Step 4 - Evaluation

Step 1: Preparation

- Let them know what they're going to learn
- Explain the benefits (WIIFM)
- Tie new information to knowledge they already have

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Preparation means getting the participants ready to learn. Participants will learn more efficiently when they are prepared to learn.

- Let them know what they're going to learn - Adult learners learn best when they are told from the beginning what they are going to learn, why it is important to learn it, and how they will learn it. They do not react favorably to unclear objectives or uncertainties in training. They want to know what the training is for and what is going to take place during the training.
- Explain the benefits (WIIFM) - Explain why the new ability is desirable, i.e., what the benefits of this new learning will be and how it will help them. Tune them into the radio station WII-FM (What's In It For Me?)
- Tie new information to knowledge they already have. (mental hooks)

Presentation means showing the participants what they will learn.
- Cognitive Domain (a knowledge) - The facts must presented. The facilitator must state and explain the concepts, principles, and other information and then show how these are to be used or applied.
- Affective Domain (a feeling or attitude) - The attitudes must be presented. The facilitator must explain why the attitudes or beliefs are valid, demonstrate those attitudes, and indicate how they should affect behavior.
- Psychomotor Domain (skills) - The skills must be presented. Demonstration of techniques or procedures is essential so that participants can see and understand how the skills are performed.

Coaching means guiding the participant in practicing the new learning, coaching and practice from the central step in the teaching/learning process. Practice demands the highest level of active involvement by the participant. It involves participants actually doing the task that they are trying to learn.

Step 4: Evaluation

- Determines how well the participant is learning
- Occurs during the preparing to learn stage
- Occurs during and immediately after a presentation

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- Determines how well the participant is learning
- Occurs during the preparing to learn stage
- Occurs during and immediately after a presentation

Differences and Similarities in Learning Styles Across All Generations

Children:
- Rely on others
- Accept information
- Expect to use knowledge in the future
- Have little experience
- Offer limited resources

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Children:
- Rely on others with more experience since they have little or none
- Accept information
- Expect to use knowledge in the future or not to use it
- Have little experience
- Offer limited resources

Differences and Similarities in Learning Styles Across All Generations (Cont'd)

Adults:
- Decide for themselves
- Need to validate information
- Expect immediate use
- Have past experience
- Serve as a resource

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Adults:

- Decide for themselves (self-directed)
- Need to validate information
- Expect immediate use
- Have past experience
- Serve as a resource

See Module 2 Appendix A (learning styles)

Multi-Generational Instruction

• Baby Boomers (born 1946 - 1965)
• Generation X (born 1966 - 1980)
• Generation Y (born 1981 - 2000)

It is important to be sensitive to the Generational Category of your participants. Examples and anecdotes are more effective when directed at an audience that can relate to the examples given.

- Baby Boomers (born 1946 – 1965)
- Generation X (born 1966 – 1980)
- Generation Y (born 1981 – 2000)
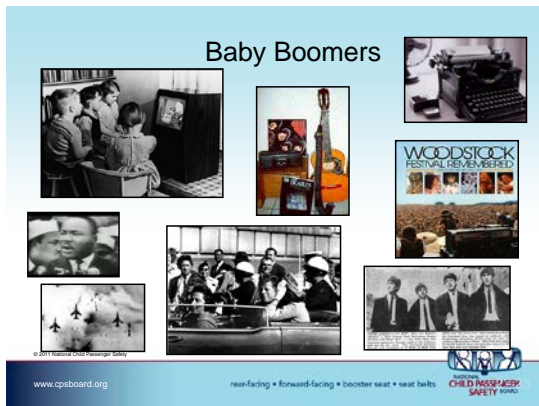
Baby Boomers

- Baby Boomers (born 1946 - 1965)
  - ✓ First generation with TV
  - ✓ First to attend college in record numbers
  - ✓ Grew up when scientific and medical advances were made every day
  - ✓ The era of the Beatles, Vietnam, bra burning, and draft dodging.
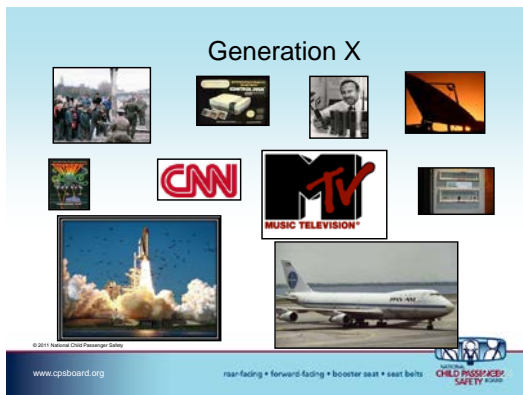
- Generation X (born 1966 - 1980)
  - ✓ Known as the skeptical generation
  - ✓ Early years marked by tragedy (Challenger disaster), disappointment (Clinton scandal), awareness of terrorism (Pan Am Flight 103), and cultural decline (AIDS, child abductions)
  - ✓ The forefront of technical revolution (video games, cell phones, internet).
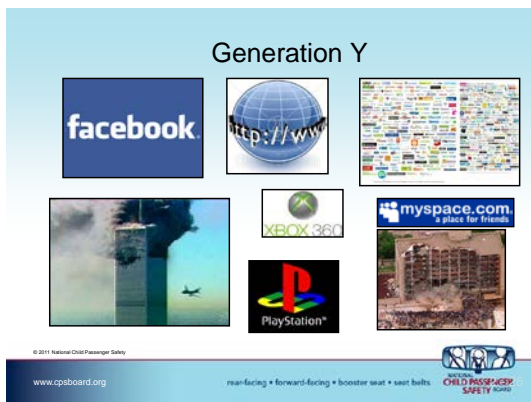
- Generation Y (born 1981 - 2000)
  - ✓ Have grown up with terrorism, enhanced by 24 hour cable news
  - ✓ Play organized sports in all seasons, participated in round the clock activities, very little unsupervised time alone
  - ✓ Social networks (MySpace, Facebook) are the way they communicate.

Individual Differences that Affect Learning

- Intelligence level
- Educational background
- Prior knowledge and skills
- Aptitude
- Attitudes and interests
- Learning styles
- Culture/language

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- Focus on relevant problems with a solution based approach. Learners want to be able to immediately apply theories to a practical situation
- Ensure the learning is relevant - Trainers must provide opportunities for direct application of what we are teaching. Individuals in today's business world want to advance. They aspire to higher positions and they realize to attain this goal, they must prepare. Training and improvement of one's skills and abilities is expected in order to reach one's personal goals.

WIIFM - What's In It For Me?
MMFGAM - Make Me Feel Good About Myself

- Relate training to what learners already know - Most adult learners come into the training with a base of experience and some relevant knowledge of the skill they are about to learn. They all have frames of reference (mental hooks) on which to hang new knowledge of skills.
- Allow debate and challenge of ideas - They do not accept all the information we provide them at face value. They have their own opinions, their own ideas and may challenge us on ours. This is particularly true of the Gen X-ers, who are a bit more cynical than other generations of learners. As instructors, we must solicit different opinions and ideas in order to stimulate thought in the adult learner.
- Listen and respect the opinions of others - Adult learners have a strong desire to be heard and recognized as competent individuals. As trainers we should listen to and respect their ideas, NEVER embarrass or discourage their participation in the learning process.
- Encourage learners to be resources - Instructors are not always the "experts." It is possible that your adult participants may know more about a subject than you do. They are your resources, just as you are theirs. Draw upon this knowledge and utilize it. You can accomplish two objectives: (1) The other course participants will benefit from their expertise, and (2) You will have given them recognition for their knowledge and probably will have commandeered a comrade for the rest of the course. You must be extremely careful, however, not to let the

participant(s) take over the presentation or diminish your role as the instructor. Do not let the participant hijack the class.

- Respect your participants - Be thoroughly prepared to teach from the classroom environment to the lesson plans. Treat your participants with respect, courtesy, honesty, and genuineness. Do not be condescending or talk down to your participants. Do not try to be their best friend. Be yourself and be honest in your presentation and your participants will respect you for it.

Interactive Instruction

There's more to teaching than talking to them

Retention

Say & Do	90
Say	70
Hear & See	50
See	30
Hear	20
Read	10

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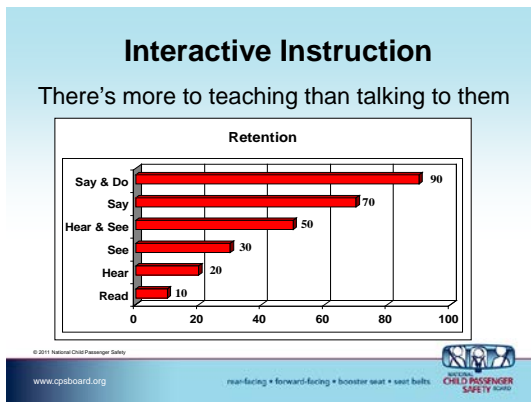
Interactive instruction is a type of instruction that allows a participant to make active responses to instructor's information. It provides for active participant involvement in the learning process.

- Advantages
  - ✓ Participant centered
  - ✓ Incorporates several senses
  - ✓ Skills are learned by actually doing them
  - ✓ The participant gets feedback and recognition from the instructor
  - ✓ Motivation is increased
  - ✓ It provides a means of continual evaluation of the instruction

Methods for Interaction

- Oral questions
- Response items
- Worksheets
- Work sessions
- Simulations/Games
- Labs
- Group discussion
- Field trips
- Brainstorming
- Study assignments

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- Oral questions
- Response items (multiple choice often used with response pads, etc.)
- Worksheets
- Work sessions revolving around solving a problem or going through group process
- Simulations/Games
- Labs
- Group discussion (large or small)
- Field trips
- Brainstorming
- Study assignments

Appendix B is an example of one instructional technique that provides CPS Instructors with participant information.

Module 2 Summary

- Define learning
- Identify the factors that affect learning
- Define teaching
- Define the four step process of teaching and learning

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Module 2 Summary (Cont'd)

- Compare the differences and similarities in learning styles across all generations
- List the characteristics of different generations of adult learners
- Identify basic adult learning rules to maximize training effectiveness

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Module 2 Summary (Cont'd)

- Define interactive instruction
- Explain interactive instruction methods

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APPENDIX

Tips for Instructors to Provide an Effective Learning Environment in Multi-Generational Classrooms

Baby Boomers	Generation X	Generation Y
√ Treat boomers as equals, even if you are younger. (Baby boomers do not want to feel they are 20 years older than their instructor--even if they are.)	√ Set out benefits of the training and establish expectations early. Relate the learning to their career goals.	√ Provide a clear structure for the learning at the outset, learning objectives, materials, and how they will be evaluated. Stick to the agenda.
√ Create a training environment that is safe for open discussion.	√ Get to the point, efficiently. Don't waste time with too many examples or anecdotes.	√ Show how the training can help them meet organizational and personal goals. Link training to the big picture--earning potential.
√ Create fair rules for all activities.	√ Incorporate a lot of activity--group exercises, discussion, role play.	
√ Use storytelling and anecdotes to relate to boomers in a friendly, peer-to-peer fashion.	√ Avoid cliche and hyperbole, and make it relevant.	√ Provide attention, direction, and feedback.
√ Incorporate practical and fun activities that allow boomers to work in small groups.	√ Give Gen X-ers the freedom to come up with answers and alternatives. More discussion, less lecture.	√ Use less lecture, more discussion.
√ Use caution with role play, which may be fraught with too much potential for failure.	√ Use appropriate humor.	√ Make it fun and entertaining. Gen Y-ers responds well to games, recognition, prizes. Include multimedia, music, games, etc.

Appendix A
Learning Styles

2

Baby Boomers	Generation X	Generation Y
√ Choose activities that will not put them on the spot or potentially expose weaknesses in front of others. √ Be aware of their sense of urgency, and be sure to manage time effectively in any learning event. √ Show boomers they are valued. Give feedback, take advantage of their extensive experience by asking for input and referring to their experience.	√ Make materials visually appealing. Avoid large blocks of text. Incorporate well-made illustrations, cartoons, graphic design, etc. √ Use feedback, but don't mentor. √ Use technology wherever it makes sense.	√ Use technology with this group. Gen Y-ers like to be "linked in". √ Utilize learning techniques that incorporate team interaction and hands-on participation such as team projects, presentations, case studies, teaching others, etc.

Appendix A
Learning Styles

3

References

Baker College, Effective Teaching and Learning Department, **Teaching Across Generations** (December 2004)

Corbett, S., *Targeting Different Generations*, in B. Hoffman (Ed.), **Encyclopedia of Educational Technology** (2008).

Rothwell, William J., *Adult Learning Basics*, American Society for Training and Development Press (2008)

Rowe, Kim A., *Training Across Generations*, Info Line Vol. 25, Issue 0812, the American Society for Training and Development Press (December 2008)

Appendix A
Learning Styles

4

CONFIDENCE/SKILL LEVEL SURVEY

Circle One:

Day One, Two, Three

Name

_____

Please Check One:

☐ HELP! I don't think I'm going to make it!

☐ I'm still struggling with _____

☐ I'm getting there!

☐ I'm confident with my new skills

☐ **Move Over -**I can teach this class!

CONFIDENCE/SKILL LEVEL SURVEY

Circle One:

Day One, Two, Three

Name

_____

Please Check One:

☐ HELP! I don't think I'm going to make it!

☐ I'm still struggling with _____

☐ I'm getting there!

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CONFIDENCE/SKILL LEVEL SURVEY

Circle One:

Day One, Two, Three

Name

_____

Please Check One:

☐ HELP! I don't think I'm going to make it!

☐ I'm still struggling with _____

☐ I'm getting there!

☐ I'm confident with my new skills

☐ **Move Over -**I can teach this class!

Appendix B
Skill Survey

MODULE 3: SPEAKING EFFECTIVELY

Module 3: Speaking Effectively

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Module 3 Objectives

Upon completion of this module, the participant will be able to:

- List the four components of public speaking

- State how positive or negative components affect the audience's reception to a presentation

- Prepare and deliver effective speaking presentations

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- Mental
- Visual
- Vocal
- Language

No matter how much we may try, few of us are able to permanently avoid situations where we must present our thoughts or ideas before a group without the butterflies, sweaty palms and dry lips that go with such situations.

Remember that everyone feels a little nervous before making a presentation. It is normal. The idea of being alone in the spotlight with all eyes focused on you and all ears listening can threaten our ability to focus and diminish our skill.

- Professional publications - There are many publications that have been produced that provide exercises to prepare oneself for public speaking. Remind the participants or direct their attention to the class resource table that provides examples for some of the many books written about this subject. Other resources may be found on television, the internet, in public libraries, with professional groups (Toastmasters) and through continuing educations classes or professional development programs such as this course.
- Thinking - Public presentations are an opportunity to provide specific information on a subject. The information must be relevant to your audience and their reason for attending your presentation. Focus on making your presentation useful to the audience and success will follow. Too many presenters focus on the question, "Does the audience like me?" The focus should be relative to the information we want to communicate and what the audience needs to know. If we keep this in balance the pressure to sway the listener with charm is minimized.
- Visualizing
- Stress reduction exercise.

- Impact - Studies have concluded that 55 percent of our credibility comes from our visual characteristics, 7 percent is reported with the audience from what we actually say and 38 percent from our vocal qualities. When appearing before audiences make sure your appearance matches their expectations. Clothing should not collapse your credibility.
- Posture - The speaker's posture should reflect his interest in the message being delivered. Looking over the heads of participants, standing rigid and standing in the same place can become boring for the participants. The posture and your movement should reflect the content you are delivering; it can increase your effectiveness and will lead to gestures that keep the participants mind occupied and focused on the content.
- Gestures - The participant relishes movement and the brain needs re-direction during some class discussions. Gestures are needed to maintain the group, gain their focus on other specific items, and to direct their attention to props required to successfully communicate.
- Eye Contact - both eye contact and gestures reflect the presenter's enthusiasm. As you talk you should make eye contact with one person for several seconds, and then move to the next. The result creates an atmosphere of inclusiveness. In addition, eye contact allows you to evaluate the participants.

Eye Contact
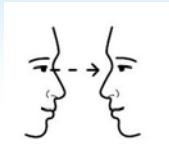
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- Silence - A moment or two of silence is OK. It can be used to give an audience the opportunity to think, to digest the material, or for the presenter to re-group. The outcome is that the presenter will appear in control and thoughtful.
- Emotion - It's important that your emotion match your presentation. Speaking passionately when the occasion calls for it provides your audience the opportunity to share the experience emotionally.
- Professional - There are many publications that have been produced that provide exercises to prepare oneself for public speaking.

- Wording - Match the vocabulary in your presentation with your audience and what they know about your topic. If using a pre-made presentation, be sure you know how to pronounce the words in the presentation. Don't talk over the participants' heads or try to impress them with your vocabulary.
- Meaning - Be familiar with all terms in your presentation. Use words you know and can define. If there are words contained in a pre-made presentation, be sure to learn what the words mean and their application before using them.

- Background
- Select a topic
- Prepare to present
- Bring Presentation critique sheet to instructor (supplemental material)
- Positive feedback to other participants

This course provides a "building block" approach for becoming a more effective speaker. The next step in the process is Presentation which focuses on "becoming more natural" as a presenter. You will be asked to select a topic from the list provided and present it in a 3 minute session.

Each presentation will be videotaped for review by presenter at a later date. Videotaping is optional but recommended.

During other participants' presentations please write down on the sticky notes at least one positive comment to encourage the presenter on his/her delivery. These will be collected at the conclusion of each presentation and given to the participant.

Use Appendix A, Becoming More Natural, to help organize thoughts as you prepare.

- Example topics
  - ✓ My greatest athletic accomplishment
  - ✓ My favorite animal
  - ✓ My best vacation
  - ✓ My most frightening moment
  - ✓ A day (or week) I'll never forget
  - ✓ Any topic you are comfortable with
  - ✓ A day (or week) I'll never forget
  - ✓ The best experience I have ever had at a check lane
  - ✓ If I could go back in time to visit another era, it would be…
  - ✓ My greatest adventure
  - ✓ The most unforgettable person in a check lane that I ever met
- Three minutes
- Incorporate the four components of Speaking Effectively

Individual presentation - **this presentation should be kept brief (3 minutes).** It will be timed by course instructors and videotaped (if available). Signals will be given to "wrap-up" when the allotted time is taken. At the conclusion of the presentation you will be critiqued by one of the course instructors in an alternate location outside of the classroom.

Appendix B – Critique form. This document provides information on critiquing individual presentations.

Appendix C – Complete one section per individual participation. Once individuals have completed the critique form they are handed to the individual presenter for their review.

Module 3 Summary

- List the four components of public speaking

- State how positive or negative components affect the audience's reception to a presentation

Prepare and deliver effective speaking presentations

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Appendix

Presentation #2: Becoming More Natural

ASSIGNMENT: Select a topic from the list provided and present it in a 3 – 5 minute videotaped session. You may use the form below to help organize your thoughts in regard to your presentation.

When did this event take place?

Who was involved?

What happened and what did you do?

This was an example of:

Speaking Effectively
Appendix A

Critique Form for Presentation 2

Introduction and preparation

1. How clearly did the speaker state the *purpose or objectives* of the presentation?
2. Did the speaker give an *adequate overview* of the session?
3. How well had the speaker *organized and sequenced* the content of the presentation?
4. Did the speaker appear *thoroughly prepared, practiced, and polished*?

Body of the presentation

1. Was the *language appropriate* for the audience?
2. Comment on the speaker's *speech, vocal control and volume*.
3. Was the speaker *familiar* with the material?
4. Did the speaker make appropriate *eye contact* with the audience?
5. Comment on the speaker's *body language, gestures, and mannerisms*.
6. If utilized, was the speaker's use of humor appropriate?
7. Did the speaker stay within the allotted time.
8. Comment on the speaker's use of instructional media.

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Conducting the Personal Student Evaluation

Individual Presentation:

Each instructor or assistant will participate in this exercise by taking turns taping, timing and evaluating the presentation.

Before introducing the participant the evaluating instructor is responsible for confirming that the taping instructor or assistant, the timing instructor or assistant, and the participant are all ready.

The evaluating instructor is responsible for quieting the class and setting the stage for the participant. This immediately begins a process that will help the participant feel comfortable not only with their presentation, but with the evaluating instructor! The participant would like to consider you a participant in this activity with them. Further actions by the instructor will build a positive relationship prior to the evaluation. This process is described below.

As the participant delivers his or her presentation the evaluating instructor completes the form provided, recording their notes and thoughts relative to the participant's presentation. This document is to record both positive and negative factors that will be discussed with the participant at the completion of their presentation or given to the participant. The evaluating instructor should always find "the good" in an effort at this juncture. Regardless of what improvement you find needs to be made, you must provide positive support of the presentation.

Evaluating instructors should not evaluate students who are peers at their office, previously identified participants that may provide a challenge for a specific evaluator (funded by individual, etc.), or participants who by a previous identified action, prevents the evaluator from performing their evaluation in a friendly, unbiased, and enriching manner. If there is someone you are not comfortable evaluating, please communicate your concern to the lead instructor and he/she will make the final decision.
It is the responsibility of the lead instructor to assure that this protocol is adhered to prior to the start of this exercise.

Following the presentation it is the responsibility of the evaluating instructor to provide a positive approval from the audience (clapping) and positive words of encouragement to the participant. He/she should publicly thank the participant in front of the class setting and use non verbal signs of a job well executed! The evaluating instructor reminds the other students to place their notes of the presentation on the paper provided, gathers them and places them with his/her completed note form.

Speaking Effectively
Appendix D

At this time the evaluating instructor does not look or review any student notes, nor do they write any further notes of their own. The evaluating instructor will hold on to both items as he/she will provide the participant with the completed forms.

Instructor refresh: Remember that an employing agency has selected this participant to participate in the instructor development course provided by the CPS Board. No one on the instructional team has an obligation to minimize the effort provided by a participant. Your challenge as a member of the team on this course is to assure that each participant completes the course with additional/improved knowledge, skill and techniques based upon the instructional materials, your constructive assessments, and your modeling of appropriate teaching skills.

Things that can be discussed (not an exhaustive list):
- Eye Contact
- Looking at all of audience (panning to both sides of room)
- Posture…movement… swaying, dancing, pacing
- Where to stand (not in way of participant's view of screen or making shadows on screen)
- Voice Control (projection, various tonal levels, etc.)
- Interactivity (questions, involvement of audience)
- Visual Aid design and usage
    - ✓ Downfalls or pitfalls
        - – Slides to busy
        - – Difficulty in reading graphics/color schemes
        - – Reading slides or talking to the screen
- Planning (transitions between segments in the presentation; removal of visuals; familiarity with equipment, etc.)

Speaking Effectively
Appendix D

MODULE 4: QUESTIONING TECHNIQUES

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Questioning and Facilitation Techniques

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Module 4 Objectives

Upon completion of this module, the participant will be able to:

- State the purpose of questions in the classroom
- List seven types of questions used and describe their advantages and disadvantages
- Identify the characteristics of effective questions

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- Interaction
- Evaluation
- Application
- Rapport

- Questions are an important element in every presentation or training event.
  - ✓ Invites learner participation and involvement in the training process
    - Stimulates thinking and participation from participants
    - Creates an interest and curiosity in subject matter
    - Channels thinking and builds upon participants' knowledge
  - ✓ Gives the instructor opportunities to evaluate how well the students are grasping the information
    - Provides instructor with the ability to gauge the accuracy of information received by participants
    - Assists in the pacing of the lesson and determining readiness to advance to next topic

Purpose of Asking Questions (Cont'd)

– Apply the information
  • Facilitates discussion
– Strengthens rapport
  • Responding to participants
  • Determining background and experience

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✓ Gives the students opportunities to apply the information presented.
  - Facilitates discussion
✓ Strengthens the instructor's rapport with the audience
  - Responding to participants
  - Determining participants' background knowledge and experience level

- Open ended – open ended questions require some application of knowledge or some degree of personal experience which can be drawn upon by the instructor.
- Closed ended – question meant to yield single response.
- Leading – steer participant to your way of thinking
- Probing – asking participants for an example to get added information for clarification
- Funnel – start with a general question, following it up with more detailed and specific questions
- Conversation starter – a question that brings to the desktop of their brains the topic you want to address
- Review/evaluation – a check for the learning status "taking the temperature of the class on a specific topic".

Characteristics of Effective Questions

- Challenging
- Brief
- Clear
- Relevant
- Emphasize

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- Challenging – effective questions should be challenging in that they require the participant to provide more than a "yes" or "no" response.
- Brief – An effective question should cause the students to think, relate, or compare, etc.
- Clear – questions should be clear enough for the participants to understand
- Relevant – of course questions should be relevant to the points you are making and should be placed at significant times within the presentation to stress these key points.
- Emphasize major points – the major points (objectives) can be asked in a questioning format to reemphasize their importance.

Three General Ways to Ask a Question

- Overhead/Undirected
- Pre-Directed
- Overhead/Directed

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- Overhead/Undirected
- Pre-Directed
- Overhead/Directed

Questioning Techniques

Overhead/Undirected

What are the three collisions in a crash?

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- This type of question is "tossed out" to the entire class: that is why it is called Overhead.
- It is not directed to any particular student: that is why it is called Undirected.
- No one is forced to answer the question.
- Any student who wants to try to answer the question is free to do so.
- However if the instructor relies too heavily on this type of question, before long only the more aggressive participants will be thinking about and trying to respond to questions.
- For the majority of your students, the questions will not provoke active involvement in the learning process.
- When is it appropriate to use the Overhead/Undirected question?
  - ✓ At the beginning of the course, when you are just getting to know the participants.
  - ✓ When the question has many different, correct answers, posing it in the overhead /undirected format will allow many students to "get credit" for giving a correct answer.
  - ✓ When a directed question might be difficult to answer and cause the participant to feel self-conscious or uncomfortable.

Questioning Techniques (Cont'd)

Pre-Directed

Pete...what are the three collisions in a crash?

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Pre-Directed question is the second way to pose the question.
- One specific student is singled out to answer the question.
- The student who is chosen to answer is announced to the class before the question is posed: that is why it is called Pre-Directed.
- Note that it is very important to pause after calling the student's name before you pose the question.
- The biggest disadvantage of the Pre-directed question is that only one student is required to think about the question.
- When the student's name is called, all other students relax. The rest of the students are passive bystanders rather than active participants.
- Advantages of the pre-directed question are that they can be very useful to encourage the participation of a student who is shy or hesitant to volunteer a response.
- This type of question is most appropriate when the information being sought would not be expected to be available to all students, but only to a specific few who have special expertise.

**Questioning Techniques
(Cont'd)**

Overhead/Directed

What are the three collisions in a
crash…Linda?

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- This kind of questioning combines many of the advantages of the other two ways to ask a question.
- The question is tossed out to the entire class: That is why it is called OVERHEAD.
- But you, the instructor, select the student, that's why it is called DIRECTED.
- The biggest advantage of this type of question is that it encourages active participation by all students.
- Anyone can be called on. Everyone tries to think about the question because they realize their name may be called.
- The biggest disadvantage of this questioning technique is that it is more likely to produce an incorrect answer.
- Procedural problems may develop when you switch to overhead/ directed questions.

Handling Responses to Questions

- Encourage participants to respond
- Instructor reactions
- Commend participants for correct responses
- Praise and recognition
- No reaction
- Right /Wrong answers
- Repeat answers and questions

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- Encourage participants to respond - as the instructor, you need to do everything possible to encourage students to respond to questions.
- Instructor reactions - the way in which the instructor reacts to a student's response to a question will determine how eager or reluctant that student will be to try to answer other questions.
- Commend participants for correct responses - when a student gives a correct response, we always want to commend the student for a job well done.
- Praise and recognition - everyone likes to be praised for doing something right.
- No reaction - If the instructor does not react, (either through body language or verbally) the student may become confused as to whether the response was correct or incorrect.
- Right/Wrong answers - in addition, if you don't react at all to a student's answer, the class won't know if the answer was right or wrong.
- Repeat answers and questions

Handling Incorrect Responses

- Give participant credit for a nice try
  - You are really close, but..
  - You're on the right tract, but…
  - Are you saying…?
- Give partial credit and explain what needs further explanation or clarification
- Never make participant appear foolish
- Never embarrass the participant in front of their peers and always treat with respect
- Don't let the class leave with incorrect info

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- Even if the student's answer is totally incorrect, the instructor should be able to find some reason for giving the student credit for a "nice try."
  - ✓ You are really close on that, but the official way is…….
  - ✓ You're on the right track, but to clarify……
  - ✓ Are you saying…..? And then give the correct answer.
- You may be able to give the student partial credit for the part he or she got right, and explain to the other students which part was correct and which needs further explanation or clarification.
- As an Instructor, never make the student appear foolish.
- Never embarrass the student in front of their peers.
- Always treat the student with respect.
- Don't let the class leave with incorrect information. Always restate the correct answer before moving on to the next topic.

Techniques for Answering Questions

- Be prepared
- Interacting with participants
- If you know the answer – give it
- If you don't – admit it
- Ask for clarification if you don't understand
- Tactfully restate the question
- Will the question be covered later
- Stump the instructor

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- Be prepared - Instructors must be prepared to answer questions asked by participants.
- Interacting with participants - through question and answer sessions, increases their learning, holds their attention, helps you make your teaching points, and motivates them to want more.
- If you know the answer--give it. Exception: Use the questions as an evaluation for whole class and ask them.
- If you don't know--admit it and ask the class for the answer; or offer to find out for them. Use the knowledge base of your fellow instructors, by enlisting their assistance with a response.
- Ask for clarification if you don't understand the question, have the student rephrase
- Tactfully restate the question - to make certain you understood it correctly.
- If the answer to the question will be covered later, let the class know.
- If the question appears to be a "stump the instructor" question, you may respond by asking if anyone in the classroom knows the answer, or by re-asking the participant, or by qualifying the answer with, "This is my opinion----."

Attending

- Paying attention to the learner
  - Facing the learners
  - Maintaining appropriate eye contact
  - Moving toward the learners
  - Avoiding distracting behaviors

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- Attending – means presenting ourselves physically in a manner that shows we are paying attention to the learners. Attending enables the trainer to observe the learners' behaviors, which are important sources of information in assessing how training is being received.

  ✓ Four examples of attending behaviors are:

    - Facing the learners
    - Maintaining appropriate eye contact
    - Moving toward the learners
    - Avoiding distracting behaviors

Role Play Exercise

- Break into small groups
- One person from group report out
- Discuss actions

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Role Play Exercise

- Break into small groups
- "Act Out" a behavior
    - Enthusiasm
    - Boredom
    - Confusion
- Discuss how to respond
- One person from group report out
- Discuss actions

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- Break into small groups
- Group Questions (handed out to each group)
- Discuss how to respond
- One person from group report out
- Discuss actions

Listening

• A two step process:
  – Listening to what the learner is saying
  – Paraphrasing what was said to demonstrate understanding

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- Listening – involves two key steps
  ✓ Step one - Listening to what the learner is saying
    - Internal distractions compete with the learner for the trainer's attention.
    - External distractions are things that happen in the learning environment that compete with your attention on the learner.
      ➢ Sights
      ➢ Sounds
      ➢ Movement
  ✓ Step two - Paraphrasing what was said to demonstrate understanding
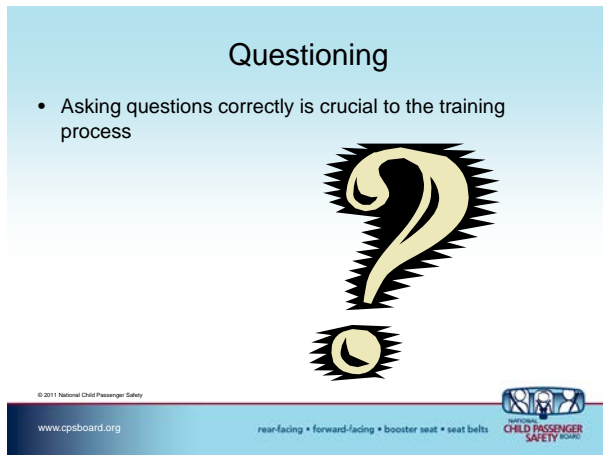
- Questioning – Using all facilitation skills prepares the instructor to ask the right question at the right time, enhancing the learning.
- Questions and their answers require that the instructor
   ✓ Be thoroughly familiar with the subject matter
   ✓ Anticipate questions based on the difficulty of information being presented
   ✓ Use facilitation skills to look for opportunities to ask a question
   ✓ Use the right type of question at the right time to enhance learning

Appendix A – Advantages of Asking Questions

Appendix B – The Art of Asking Questions

Module 4 Summary

- State the purpose of questions in the classroom
- List seven types of questions used and describe their advantages and disadvantages
- Identify the characteristics of effective questions

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Module 4 Summary (Cont'd)

- Distinguish the methods of asking questions and describe when to use each
- Discuss methods to handle participant responses to questions
- Describe methods to successfully respond to participants questions

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Appendix

Advantages of Asking Questions

Stimulates

- Thinking
- Participation
- Motivation
- Self-expression

Arouses

- Interest
- Curiosity

Channels thinking (builds on knowledge)

- Known to unknown
- Simple to complex
- Cause to effect

Determines Student progress (assessment)

- Accuracy of information received
- Readiness to advance

Provides means of control

- Pacing of lesson
- Responding of students

Facilitates discussion

- Starts it
- Moves it
- Controls it
- Ends it

Helps to gather data and develop subject matter
- Student background knowledge
- Student experience level
- Answers can affect future presentations/one more piece of information added to your arsenal

Appendix A
Questioning

The Art of Asking Questions

- Plan your questions, but be flexible enough to adjust to responses.

- Use a friendly pleasant tone.

- Make sure someone in the group can answer the question unless you are asking a rhetorical question.
  - ✓ Some exceptions might include "experts" in the room and you need to demonstrate that they do not know it all.

- Make questions specific, relevant, and purposeful.

- Use the language of the group.

- Distribute questions in a variety of ways:

a) ask in a random order,
b) direct to a specific individual,
c) direct to the group, and
d) ask each person a question, going down the line.

- Ask thought-provoking questions. (Open ended)

Appendix B
Questioning

MODULE 5: PRINCIPLES AND METHODS OF TEAM TEACHING

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Module 5

**Principles and Methods of
Team Teaching**

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Module 5 Objectives

Upon completion of this module, the participant will be able to:

- Explain the advantages of team teaching

- Explain the disadvantages of team teaching

Describe techniques for successful team teaching

Demonstrate effective team teaching

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Team Teaching

Definition:

- Team teaching is an organizational instructional arrangement in which two or more instructors work cooperatively in a classroom setting to provide learning opportunities for a group of participants

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- Team teaching is an organizational instructional arrangement in which two or more instructors work cooperatively in a classroom setting to provide learning opportunities for a group of participants.

- Sharing the stage - the instructors stand at the front of the classroom sharing the instruction: one instructor presents the key points of the lesson while the other elaborates or provides examples.
- Lending a hand - both instructors stand at the front of the room, but one acts as a recorder writing down responses solicited by the other "teaching" instructor.
- Active listening - one instructor lectures, leads discussion, or interacts with course participants while the other instructor sits in the back of the classroom actively listening to the instruction and waiting for their portion of the lesson to begin. This method keeps the instructors from repeating material while referencing prior sections.
- Support and monitor - one instructor facilitates a work session while the other instructor(s) monitor and support the progress of the working groups by answering questions or clarifying directions.

- Secondary knowledge resource
- Shared workload
- Supportive partners
- New or varied voice

- Differing levels of authority - differing levels of authority can be unsettling. Participants may be inclined to listen to the person they perceive as having more "power" and disregard the other instructor.
- Personality conflicts - there may be instances when you're asked to instruct with someone you don't particularly like.
- Unwillingness to accept advice or feedback from other instructor(s) - you may even be asked to instruct with someone who refuses to "listen" to feedback from the course participants or from co-instructors.

Discussion Session

- Divide class into 2 groups
- In each group discuss 2 good experiences in team teaching
    – How did this help to have a successful course?
- In each group discuss 2 challenging experiences in team teaching
    – Solutions to the challenging experiences

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Discussion Exercise –

Divide into two groups and come up with 2 good experiences in team teaching and 2 challenging experiences and how you changed to not have that happen again.

Instructor Roles

- Maintain a positive relationship
- Respect each other's level of expertise and experience
- Address differences outside classroom
- Be supportive
- Respect time
- Teach your own portion

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- Maintain a positive relationship - you, and your fellow instructors, must maintain a positive interpersonal relationship in order to be an effective team.
- Respect each other's level of expertise and experience - assign task and subject matter based upon knowledge level. Know your strengths and support the teaching team.
- Address differences outside classroom - by all means, if you have a difference of opinion or philosophy concerning any aspect of the training, discuss it outside of the classroom.
- Be supportive - of the other instructors, especially in front of participants. This provides you the opportunity to teach and/or learn new skills as an instructor.
- Respect time - respect the time and course material you have been allocated for your section. Be conscious of the overall training curriculum.
- Teach your own portion - if at all possible, take responsibility for your portions of the curriculum and teach it to the best of your ability, regardless of the time you've had to prepare.

Responsibilities of Instructors
in the Back

- Be present
- Actively listen
- No distractions
- Willing to help
  - A/V problems
  - Distribute handouts
  - Record on flipchart, etc

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- Be present
- Actively listen
- No distractions
- Willing to help
  - ✓ A/V problems
  - ✓ Distribute handouts
  - ✓ Record on flipchart, etc.

Team Teaching Techniques

- Pre-class coordination and preparation
- During class
- Post class

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- Pre-class coordination and preparation
- During class
- Post class

Team Teaching Techniques (Cont'd)

• Pre-class Coordination and Preparation
  – Coordinate and discuss delivery styles
  – Choose a co-teaching model
  – Agree on course expectations
  – Agree on Responsibilities
  – Agree on Scheduling
  – Use the Administrator Guide
  – Setup a regular meeting time
  – Agree to be flexible

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- • Pre-Class coordination and preparation
  - ✓ Coordinate and discuss delivery styles - and philosophies by holding a pre-class meeting. This can be done in person or by conference call.
  - ✓ Choose a co-teaching model - or a combination of models that you will implement during the course. The transition between the two or more instructors needs to be practiced.
  - ✓ Agree on course expectations
  - ✓ Agree on Responsibilities – such as teaching assignments, classroom environment and setup. Determine responsibilities for each instructor.
  - ✓ Agree on Scheduling - and agenda. But, remember to be flexible in allowing for changes in the schedule or problematic situations when they arise.
  - ✓ Use the Administrator Guide - as you plan and develop the course.
  - ✓ Setup a regular meeting time - during the course to discuss feed-back and special needs of course participants.
  - ✓ Agree to be flexible - and keep your sense of humor.

Team Teaching Techniques (Cont'd)

- During Class
  – Present a team teaching approach
  – Control of the session
  – Should not interrupt the session
  – Raise a hand to signal
  – Include other instructor(s) when appropriate
  – Smooth transitions are essential
  – Assist and support
  – Communicate and coordinate the next session/activity

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- During class
  ✓ Present a team teaching approach - and respect allotted time slots.
  ✓ Control of the session - teaching instructor(s) initiates and facilitates discussion and maintains control of the session.
  ✓ Should not interrupt the session - instructor/s not teaching should not interrupt the teaching session to "correct" the instructor or offer comments unless asked to do so by the teaching instructor(s).
  ✓ Raise a hand to signal - if the seated instructor wants to make a valid comment or suggestion, they should raise their hand to signal to the teaching instructor.
  ✓ Include other instructor(s) when appropriate - as the teaching instructor, you can include other instructors when it's appropriate.
  ✓ Smooth transitions are essential – the transition is key to the continuous flow of the course. For example: Introduce the next presenter and add credibility to their area of expertise or topic.
  ✓ Assist and support – the instructors not currently teaching are there to assist and support the "teaching" instructor.
  ✓ Communicate and coordinate the next session/activity - communicate and coordinate next session or day's activities each day of the course.

Team Teaching Techniques (Cont'd)

• Post class
  – Gather evaluations
  – Help repack materials
  – Discuss and evaluate the course
  – Review the delivery and presentation methods
  – Congratulate each other

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- Post class
  - ✓ Gather evaluations
  - ✓ Help repack materials - tear down" or organize the classroom by gathering unused materials and packing them for shipment.
  - ✓ Discuss and evaluate the course - if the instructional team feels there should be a modification to the course material one person from the instruction team should be designated to send suggestions back to the course developer.
  - ✓ Review the delivery and presentation methods - the team may also want to discuss teaching methods and offer constructive comments to each other on instructional improvement. Discussing what worked and what didn't while it's still fresh in your mind can prevent problems in future training sessions.
  - ✓ Congratulate each other - share the rewards of a job well done with the other instructors. Don't forget to celebrate your success.

Module 5 Summary

- Explain the advantages of team teaching
- Explain the disadvantages of team teaching
- Describe techniques for successful team teaching.

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MODULE 6: CLASSROOM MANAGEMENT AND THE PLANNING & LOGISTICS GUIDE; PREPARING FOR SUCCESS

MODULE 6: CLASSROOM MANAGEMENT
AND THE PLANNING & LOGISTICS GUIDE,
PREPARING
FOR SUCCESS

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Module 6 Objectives

At the completion of this module,
participants will be able to:

- Describe methods to "set the stage" for participants.
- Identify potential logistical problems in the classroom.

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Module 6 Objectives (Cont'd)

- Explain the four guidelines for handling disruptions
- Describe characteristics of disruptive participants
- Select strategies for dealing with problems in the classroom
- Understand the CPS Planning and Logistics Guide.

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Occasionally, during a training session or a business presentation, (and even during the best of circumstances) a disruption will occur. For most speakers, one or two minor interruptions can be overlooked. If ignored, however, the seemingly minor disruptions can escalate into a major problem and reduce the effectiveness of the training. If a disruption continues for a continued length of time, and if it annoys both the presenter and the participants, chances are it will not automatically correct itself. Worse yet, it may become contagious to others in the audience.

- Before the course begins – as part of your course setup, get a course roster and as much information about participants as possible. Obtain specifics about the training location, town, etc., and recognize its uniqueness in your opening.
- Set-up – room setup should be completed prior to participant arrival. Items used for tables, resources, computers, etc. The training room should be ready to go at the beginning of every day.
- Logistics – prior to the start of the training, learn to operate light switches and the heat and air conditioner. View the slide presentation from various locations in the room. Be aware of special guests who will speak before the training begins and then depart. Be familiar with other training groups nearby and how their schedules for meals and breaks may affect your schedule. If available, lean to operate a smart board, video and sound before the course begins.

- Greeting – Each instructor should be working the room as participants enter. While your team may not reach all participants, your actions will be witnessed by the participants.
- Introductions – Instructors should introduce themselves and have students introduce themselves as well. Several techniques can be found on line or in professional publications. The goal is to have the participant ready to communicate. This helps to minimize student stress. This also allows the instructor to hear who is in the training and why and aids in their credibility.

Four Guidelines for Handling Disruptions

- Eliminate the behavior early
- Maintain the self esteem of the participant
- Maintain your dignity by controlling your temper and emotions
- Avoid any further disruptions to learning

- Eliminate the behavior early - before it escalates or, even worse, becomes contagious. Handle it early.....before it handles you!
- Maintain the self esteem of the participant - try to get them on board with the program.
- Maintain your dignity by controlling your temper and emotions.
- Avoid any further disruptions to learning

Characteristics of Problem Participants

- Resents instructors position of authority
- Feels superior
- Bored or sleepy
- Too familiar with trainer
- Nervous energy
- Craves attention
- Lacks manners

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- Resents instructors position of authority
- Feels superior – or more knowledgeable than instructor
- Bored or sleepy
- Too familiar with trainer
- Nervous energy
- Craves attention – and will wrest it from the trainer if possible
- Lacks manners

- Shy
- Talkative
- Overly Dependent
- Complainer - chronic
- Resents the training – resents the fact that they had to take the training
- Teacher's Pet
- Technological gadgets – occupies participants time during class

Discussion Session: Strategies for dealing with disruptions
- Read and prepare to discuss the "Problem Participant Type"
- Identify possible strategies for handling the problem
- Evaluate each strategy against the four conditions below:
    - ✓ Will it eliminate or minimize the behavior?
    - ✓ Will it maintain the student's self-esteem?
    - ✓ Will it maintain the dignity of the instructor?
    - ✓ Will it avoid further disruption to learning?

1. Read these characteristics, and then devise strategies for dealing with the problem.
2. Remember to use the guidelines previously provided.
    a. Eliminate the behavior early.
    b. Maintain the participant's self esteem. Get them on board.
    c. Maintain speaker's dignity by controlling temper and emotions.
    d. Avoid any further disruption to learning.

Appendix B for descriptions of problem participants.

CPS Planning and Logistics Guide

• The National CPS Certification Training
Planning and Logistic Guides is a
valuable tool to use when organizing
and/or hosting a Certification course.

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The National CPS Certification Training Planning and Logistic Guide (Guide) is a tool to use when organizing and/or hosting a Certification course. Throughout the course, teaching strategies include lectures, hands-on practice and group discussion. Written and performance examinations are given throughout the program. The Guide provides detailed instructions and suggestions for managing all aspects of the course.

Guide Overview

- Program Overview
- Certification Process
- Course Planning
- Instructor Team
- Demonstration Equipment
- Checklists
- Sample course confirmation letter and course information sheet

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The Guide is supplemental material and contains information on how to conduct a specific training course.

- ✓ Program Overview
- ✓ Certification Process
- ✓ Course Planning
- ✓ Instructor Team
- ✓ Demonstration Equipment
- ✓ Checklists
- ✓ Sample course confirmation letter and course information sheet

Course Team Members

- Lead Instructor
- Course Administrator
- Assistant Instructors
- CPS Technician Instructor Candidate
- CPS Instructor Mentors

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Course Team Members

- CPS Training Course Lead Instructor: An experienced, certified CPS technician instructor.

- Course Administrator: Currently certified instructors and designated course administrators.

  o Plan and promote the standardized CPS training course.

  o Coordinate the course logistics before, during and after the workshop.

  o Contact their state CPS coordinator about their intent on holding a standardized CPS training course.

  o Provide information about the date, location, type and number of participants anticipated.

  o Select a lead instructor and other certified instructors or instructor candidates for the instructor team.

  o Register their courses online through the CPS certification Web site at http://cert.safekids.org/.

  o Set up the check up event or work with the individual setting up the check up event. This person should not be a member of the instructor team.

- Assistant Instructor
- CPS Technician Instructor Candidate

The assistance instructor is a certified CPS Technician Instructor who assists the lead instructor or serves as a mentoring instructor for an instructor candidate.

An Instructor Candidate is a CPST who has enrolled in, met instructor candidate program requirements, and is formally approved to teach segments of the course while being evaluated by a certified instructor or instructors. Refer to Appendix D in the CPS Planning and Logistic Guide for detailed information about roles and responsibilities.

CPS Instructor Mentor: Instructor candidates are evaluated and recommended for certification by experienced certified CPS Technician Instructors who are designated as "instructor mentors." An instructor mentor must be present at all times when an instructor candidate is teaching. Although only one is required (primary instructor mentor), it is recommended that two instructor mentors evaluate each instructor candidate.

CPS instructor mentors should:

- Teach as little as possible so their attention is focused on observing the candidate.

- Not act as the lead instructor and as a mentor for the same course.

Course Planning Process

- Policies and Procedures Manual
- Contact your State CPS Training Coordinator
- Choose the Instructor Team
- Location and Date for course
- Set Training Agenda

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Course Planning and Process

The following checklist is intended to serve as a guide for <u>experienced</u> as well as new Lead Instructors and class administrators.

- Read the Policies and Procedures Manual on the CPS Certification Web site for updated program deadlines and requirements: http://cert.safekids.org/
- Refer to the "Instructor Downloads and Curriculum Clarifications" pages on the cpsboard.org Web site to be sure your Instructor manual and materials are up-to-date.
- Contact your state CPS Training Contact.
  - o Current contact information is available at:
    - www.nhtsa.dot.gov/CPS/Training/ContactList.cfm
    - www.cpsboard.org/state.htm
  - o Inform the state CPS training contact of your intent to host a class, he or she can assist you in identifying instructors and obtaining training materials and state-specific resources.

- Choose the instructor team and dates for the course.
  - o An effective lead instructor is vital to the success of your program. If you've never worked with the person before, ask for references and follow up with phone calls.
  - o Identify two or three potential dates. Take note of holidays and school closings that might create conflicts.
  - o Select a training facility and negotiate a contract. In-house facilities often work well. Hospitals, law enforcement academies, government agencies and many businesses have facilities that are designed for training and may be available to you at reduced or no cost.

o Discuss any fees and/or travel reimbursement with instructors
o **Create a detailed agenda.** The curriculum is designed to be taught in a variety of formats, but the *entire* course must be taught. Sample agendas are included on the Instructor CD.
o Send a confirmation letter to the instructor team with the following:
    ▪ Dates, times and location of the course suggested arrival time and social events outside class time
    ▪ Expected participants (e.g., police officers, nurses, community advocates)
    ▪ Set time for the pre-course meeting. This is a mandatory meeting for all members of the instructor team.

Course Planning Process, cont.

- Set Pre-Course Meeting
- Recruit Students & Provide Course Details
- Schedule CRS checkup event
- Utilize the Checklist found in the CPS Planning and Logistics Guide.

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- Recruit students
  - Select course type.
    - A public course is open to all individuals.
    - A controlled course is open only to individuals approved by the lead instructor or course administrator.
- The lead instructor in cooperation with the course administrator should schedule the required public CRS checkup event. Partnering with community groups or events will maximize your resources. Examples include:
  - Open served community event: A first-come first-served public events are usually conducted at retail locations or other public venues such as a parks.
  - Appointment-based event: Interested families schedule a time to get their car seats checked.
  - Partnering with an inspection station: The inspection station allows the class to "work" its station.

- Utilize the Course Checklist found in the CPS Planning and Logistics Guide to assist in planning the course.

Work Session

- Divide into groups of 3.
- Each group should find the answers to the assigned questions. All answers can be found in the Guide.

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Work Session –

Assign each group 2 questions from the Guide to find the answers.

Assessment questions can be found in Appendix C.

Module 6 Summary

- Describe methods to "set the stage" for participants
- Identify potential logistical problems in the classroom
- Explain the four guidelines for handling disruptions
- Describe characteristics of disruptive participants

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Module 6 Summary (Cont'd)

- Select strategies for dealing with problems in the classroom
- CPS Certification Planning and Logistic sGuide

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Appendix

1. Newton's Law of Motion/ Three Collisions in a Crash
Types of Crashes5 Ways Restraints Prevent Injury

Pages 30-39
CPST Certification Training
Instructor Manual

2. Who makes the rules?

Chapter 3, pages 44-54
CPST Certification Training Instructor
Manual

3. Kids in Belts

Chapter 12, pages 286-294
CPST Certification Training Instructor
Manual

4. Other Vehicle Occupant Protection Systems

Chapter 7, pages 134-143
CPST Certification Training Instructor
Manual

5. Vehicle Latch-Lower Anchors and
Tethers for Children

Chapter 6, pages 116-121
CPST Certification Training Instructor
Manual

Appendix A
Classroom Management

EXERCISE: Identify strategies for dealing with problem participants.

The purpose of this exercise is to give you an opportunity to construct some strategies for handling disruptive participants in the classroom.

Directions: The instructor will assign one or more of the "Problem Participant Types" to each person. You are to study and discuss the problem, and:

1.   Identify possible strategies for handling the problem.

2.   Evaluate each strategy against the four conditions listed below, eliminating any strategies that do not meet all of the conditions.

  * Will it eliminate or minimize the problem behavior?

  * Will it maintain the self-esteem of the student whose behavior is causing the problem?

  * Will it maintain the dignity of the instructor as well as the participant?

  * Will it avoid further disruption to learning?

3.   Have your group's list of strategies recorded on a flip chart page, and select a spokesperson to report those strategies to the entire group.

Appendix B
Classroom Management

The Chatterbox

Overt Characteristics: **In the order of participant problem types, these individuals are probably the most disruptive of all, since (for whatever reason) they never seem to stop talking from the moment they enter the room until the presentation concludes.**

People who fall within this category appear to take a great deal of self-satisfaction in carrying on both direct (face-to-face) and indirect (looking at the speaker, but whispering discreetly to their neighbor) conversations that begins to disrupt the flow of information which the speaker is attempting to convey. In certain situations, they will even attempt to carry on a conversation with another member of the audience (either across the table or room), completely ignoring what is being presented.

What are some strategies for dealing with this problem behavior?   Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

The Overly Dependent Person

Overt Characteristics. In direct contrast to the constant talker, this type of participant will never cause a verbal disturbance, but nevertheless becomes a problem participant for the speaker because of lack of participation. This type of participant cannot be ignored by the speaker who wants to generate independent thought and discussion among the audience.

The "I need your help" types can easily be identified by their overt hesitancy, lack of self-confidence and heavy dependency upon others (especially the instructor or speaker). Accordingly, when attending a business presentation or a job-related training session, it is extremely important to them not to look foolish in any way in front of their peers; hence, they will usually not participate in any manner in the classroom.

This unfortunate situation is triggered by constant levels of insecure feelings, leading to the fear of expressing an independent opinion, even though they might feel quite strongly about a point being raised (and inwardly, would really like to state their opinions). Accordingly, left alone during training, they will usually not participate, and at the very best (if forced to) will become a part of the majority opinion hoping to blend in with the rest of the group.

What are some strategies for dealing with this problem behavior?   Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

The Superior One

Overt Characteristics. Whatever the type or level of business presentation being given, this type of individual will focus their main energy and attention level to challenge the presenter both overtly and subtly.

During various parts of the presentation, these individuals will either contradict the speaker, or (at best) introduce a "clarifying remark" to others in the audience. While this rather sinister type of psychological game can be played at all levels of management, it is most effective when the "I know better than you…" type is of a higher rank than the speaker. In many cases, in order to strengthen their position of "dominance and superiority," they will maneuver themselves into position to give a final overview to the group, of what has just been presented, then add their specific opinions, which usually are slightly different from the points that the speaker was attempting to make! Cunningly done, this overview (or summary) will appear to the rest of the audience as almost an "afterthought," but one actually made with high significance.

What are some strategies for dealing with this problem behavior?   Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

The Very Important Person

Overt Characteristics: **Regardless of the time the presentation has been scheduled to start, it is practically guaranteed that this problem type will arrive after the meeting has begun. At the very best, this participant will barely be on time, and is usually the last person to enter the room.**

Generally, the V.I.P.'s entrance centers around a frenzied, harried state, usually making certain (both verbally and non-verbally) to show others in the audience the "sacrifice" being made by merely attending the session. Once seated, this participant will catch the speaker's attention in order to convey a mild sense of annoyance. Thus, the speaker and the audience are both aware that this person is really "too important" to even be there.

Many additional variations are also possible. This same person will either be called out of the presentation for an "urgent" phone call, be paged several times, or else, spend the majority of time furiously writing notes to himself for follow-up to another important matter.

Immediately after the conclusion of the presentation, a favorite tactic of this type is to loudly call out to several others in the audience to call him (or her) as soon as possible.

What are some strategies for dealing with this problem behavior?   Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

The Chronic Complainer

Overt Characteristics: **While perhaps not as sinister as some of the types already discussed, this type appears to take particular delight in pointing out all of the details that are either unacceptable, or are detracting from the session. Negativism is their forte.**

Complaints are usually numerous and quite specific. The issues range anywhere from the room being too stuffy, too hot, too cold, too small, too large, to the coffee service arriving late, or the complimentary pastry not "tasting quite right", or the chairs being uncomfortable, or the M & M's not containing peanuts. *(Most experienced speakers or trainers could add at least 10 additional items to this list.)*

Interestingly enough, whether the displeasure is expressed verbally or nonverbally, this type appears to take a subtle pleasure in expressing dissatisfaction with just about every aspect of the training.

What are some strategies for dealing with this problem behavior?   Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

The Prisoner

Overt Characteristics: **Whenever a participant attends a meeting or training session because it is mandatory, that person feels like a prisoner. They may react passively or aggressively depending on the degree of resentment they feel at being some place they don't want to be.**

This type of problem participant may feel they were forced to attend the session as a punishment and consider the speaker to be the "executioner" of their ill fate. Seldom does a group consist exclusively of prisoners, but if there is more than one, they will usually sit together in order to commiserate or cause trouble.

This type of participant is a human time-bomb and at some point will usually vent their anger unless the speaker devises a strategy for dealing with the problem.

What are some strategies for dealing with this problem behavior?   Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

The Apple Polisher

Overt Characteristics. **This type of problem participant really wants the speaker's attention. At first, it's flattering. Then, it gets embarrassing as the participant's behavior becomes more and more apparent to the rest of the class. Winning the favor and admiration of the speaker is the "game-of-the-day"** *(or worse, "the game-of-the-week").*

This person may attempt to answer all the questions asked by the speaker. They may also volunteer for any and all "helping activities," and usually hang around after the session to offer suggestions or praise. What's worse is that they portray themselves as the "speaker's pet" in front of others and can cause the speaker to lose credibility with the rest of the audience.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

The Authority

Overt Characteristics: **Although this person is similar in many respects to the "Superior One," this one is intent upon everyone in the room knowing who they are and where they fit in the organization---(*usually close to the top*).**

Naturally this person is of a higher rank than most, and highlights the fact that he (or she) is responsible for the group and should be accorded with a *special* treatment. Even though they may challenge the speaker on a subject (if that suits their purpose at the time), their main objective in attending the presentation is to reinforce the fact that they are in a position of authority. Hence, by their mere presence, the session is deemed important. They may lend credibility to the speaker, but they may take it away as quickly as they give it. Beware!

Generally, they like to be the "final authority" on any subject--in an obvious or a subtle way. It's definitely a problem for any speaker, but worse yet....it may be your own boss who's disrupting your presentation.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below *(and don't forget to use great care....your job may depend on it.)*:

▸ Will it eliminate or minimize the problem behavior?

▸ Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸ Will it maintain the dignity of the instructor as well as the participant?

▸ Will it avoid further disruption to learning?

Appendix B
Classroom Management

The Sleeper

Overt Characteristics: **This category of problem participant is most disconcerting to any speaker, especially to the one who prides himself on his interesting delivery and captivating humor.**

It's quite possible the drowsiness has little to do with the speaker or his/her presentation ability but more to do with the participant's lack of rest. Perhaps the sleeper is the parent of a newborn, on cold or flu medication, or suffers from sleep apnea. Whatever the reason (and there may be many), there is little hope any content retention is taking place here.

Although it's difficult not to take the sleeper's inattention personally, try to devise some objective strategies for dealing with the snoozing offender.

What are some strategies for dealing with this problem behavior?   Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

The Bored Stiff

Overt Characteristics. **You've seen the look: The eyes are open but glazed over. This problem participant might as well be on permanent "screen saver." However, remember many times boredom is not an attitude but instead a symptom of another problem. Perhaps the person is tired, lacks confidence, is over or under-qualified in the subject, has been through a similar session previously, etc.**

As a speaker, you need constant feedback from your audience on how well you're being received. In order to gauge the amount of learning taking place, the speaker must check body language, facial expressions, and attending behaviors. With this participant as your "audience thermometer" you're sure to register a "ZERO" on the enthusiasm scale.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

Buddy Buddy

Overt Characteristics: **Participant is too familiar with the trainer/instructor. They may possibly use their existing relationship to arrange for their personal schedule for their class. Participant may tell personal stories and/or joke about issues not relevant to class. They may reference inside joke(s) and/or knowledge that alienates the rest of the class.**

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

Nervous Nellie

*Overt Characteristics***: Participant excessively fidgets, to the point of causing distractions to others. They cannot sit still, and cannot leave items on table/in their pockets/purse alone.**

What are some strategies for dealing with this problem behavior?   Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

Super Shy

*Overt Characteristics***: Participant is meek in their nature and does not feel comfortable speaking in front of the group. They may be the last to volunteer or won't volunteer at all. Their expression reflects their discomfort with interacting with others. They are reluctant to make eye contact. Even if they know the answer to a question, they may not volunteer the answer.**

What are some strategies for dealing with this problem behavior?   Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

Gadget Guru

Overt Characteristics: **Participant continuously is on their techy device (checking email, chatting, texting, surfing the internet). Sometimes it escalates to where they are involving others in their activity during class time. This would include where you have a class that has laptops and they are using it during times where instructors are wanting full attention.**

What are some strategies for dealing with this problem behavior?   Evaluate each strategy against the four conditions listed below:

▸   Will it eliminate or minimize the problem behavior?

▸   Will it maintain the self-esteem of the student whose behavior is causing the problem?

▸   Will it maintain the dignity of the instructor as well as the participant?

▸   Will it avoid further disruption to learning?

Appendix B
Classroom Management

Planning Guide – Work Session

Please answer each question, using the line below each question. When completed you will then work with your group to discuss the answers and fill in missing blanks.

1. What is the recommended student to instructor ratio when teaching a Certification or Renewal course?
   _____

2. Is there a requirement on the number of Instructors to teach the Certification course?
   _____

3. What role does the State CPS Coordinator play in the Certification program?
   _____

4. Is the Pre-Course meeting required? And what should be covered in that meeting?
   _____

5. Who must attend the entire Certification course?
   _____

6. When must the course roster be confirmed?
   _____

7. Who should plan the community check up event and how should it be planned?
   _____

8. Where do you find the checklist to plan the Certification course?
   _____

9. Mentors – what role do they play and what are the requirements to be a Mentor?
   _____

10. Who reviews the course evaluations?
    _____

Appendix C
Classroom Management

MODULE 7: Presentation and Evaluation

Presentation and Evaluation

Module 7

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Module 7 Objectives

• Demonstrate training techniques in 8-10 minute presentation

• Describe evaluation methods used in CPS Certification courses

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Presentations can be stressful and often frightening. Being a supportive member of the audience is an important role and has an impact on the outcome of the presentation. Similar to the team teaching module, a supportive or negative audience can have a large impact on the outcome of the presentation.

Presentation Three

- Effective Instruction of CPS Certification Curriculum
  - Use of the 5 Chapter options provided.
  - Visual Aids
  - Participant interaction
- Eight to ten minutes

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- Effective Instruction of CPS Certification Training Program
  - o Topics listed provided
- Eight to Ten minutes
- No PowerPoint slides used
- If needed, utilize flip chart or white board
- Utilize worksheet provided for prep

Time Allotted

Each presenter will be given 8 to 10 minutes to make the presentation. You will be timed by one of the course instructors.

If you desire, the instructor can give you a signal at one minute to closing to allow you time to close your presentation.

Prepare Plan

Developing Your Presentation

- Selecting your block of material – participants selected a lesson plan from the list provided.

Visual Aids/Classroom Interaction

- Visuals – participants may develop a minimum of two forms of instructional media to accompany their training session. Use of multi-media for the entire 10 minutes of instruction is unacceptable.
- Classroom Interaction – review your lesson plans

Logistics and Delivery
- Practice and planning for your equipment, props, technology
  - ✓ integration of video
  - ✓ slide advancement/hiding
- Flipchart management
- Other – Internet integration/audience response pads, laser pointer, etc., sound settings
- Interactive Techniques

Appendix A, Presentation #3 Worksheet to guide your preparation. Complete the worksheet for this part of your preparation.

Videotaped Presentations – Optional

- Participants may be videotaped and critiqued by peers and course instructors.

Critique –

- Critique sheet is provided as Appendix B of this section for your reference
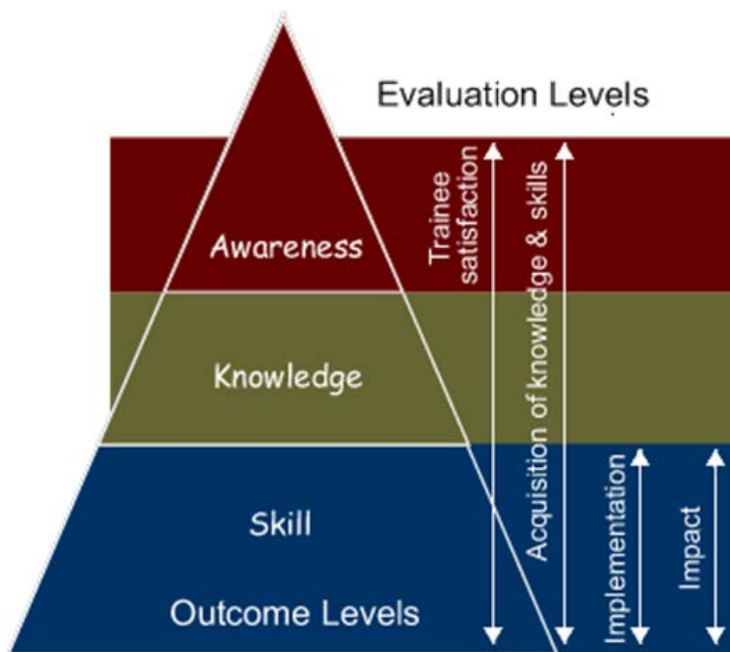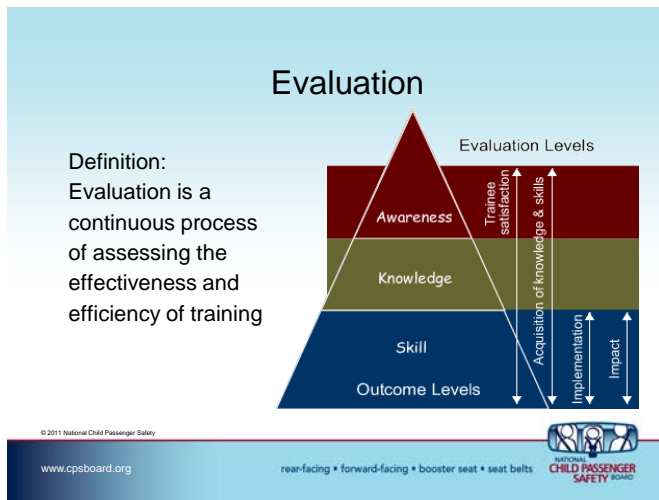
Evaluation

- Definition – a continuous process of assessing the effectiveness and efficiency of training
- Training– evaluations allow instructors and course developers to make continuous improvements to their training and lets the instructor team know benefits that have been derived from their investment

The evaluation tool provided in your NCSPT curriculum disk is an essential piece in reviewing your teaching and overall class success. Evaluation should be used to improve your presentation techniques as well as to choose future instructors.

Appendix C has the full NCSPT evaluation.

Category
Training Schedule / Breaks
Check-Up - Location
Check Up Organization, Promo & Set Up
Check Up Supplies/Materials (e.g., CRs, handouts, CR instructions)
Logistics and Facilities Overall
Coordination
Pre Course Preparation of Students
Pre Course communication with Students
Performance of Lead CPS Instructor
Instructors' Preparation & Presentation
Instructors' Technical Knowledge
Instructor Communication & Teamwork
Instructor Helpfulness to Students

Steps to Evaluate Training

- Select the evaluation levels(s) to be measured
- Collect and analyze the data
- Document the evaluation results and share with the appropriate instruction team members.
- Determine the need for revision

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- Select the evaluation level(s) to be measured
- Collect and analyze the data
- Document the evaluation results and share with the appropriate instruction team members.
- Determine the need for revision

Evaluation Methods

- Course Evaluation
- Pretest
- Daily feedback
- Observation
- Work sessions

- Course Quizzes
- Post -Test
- Follow up survey

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- Course Evaluation – evaluation form that accompanies each course. Measures student opinions and reaction to the training. Asks participants to rate various components of the training including knowledge acquired, effectiveness of the training materials, proficiency of the course instructors, etc.
- Pre-test – measures the entry level knowledge of participants before the beginning of instruction.
- Daily feedback – asks for student reactions and immediate feedback on the effectiveness of training.

- Observation – records behavior as it occurs. Watches for non-verbal cues that indicate the participants are bored, confused, or frustrated during the progress of the training.
- Work sessions
- Course Quizzes - measures actual performance of task or skill in a job-related simulation exercise
- Post-test – measures what trainees have actually learned. May take the form of a pen and paper test or a demonstration of a specific skill.
- Training follow-up survey – surveys emailed or mailed out 6 months after the completion of training. Asks participants to determine whether the training improved or enhanced their on-the-job work performance.

Appendix D "Levels of Evaluation".

Module 7 Summary

- Describe evaluation methods used in CPS Certification courses
- Demonstrate training techniques in 8-10 minute presentation
- Complete Course Evaluation

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NATIONAL CHILD PASSENGER SAFETY BOARD

This course is an abbreviated version of the NHTSA/TSI Instructor Development course. If you are interested in attending the 4 ½ day course your State CPS Coordinator will have the information about upcoming courses in your area.

Appendix

Presentation #3: Effective Instruction Worksheet

PLANNING THE PRESENTATION:

Who is your target audience? _____

_____

_____

How will they benefit from the training?

_____

_____

_____

_____

_____

_____

What are the key learning points you will address?

_____

_____

_____

_____

_____

How will you illustrate each point?

_____

_____

_____

_____

_____

How will you build in "interaction?"

_____

_____

_____

_____

_____

How will you summarize or review?

_____

_____

_____

_____

_____

_____

Critique Form for Presentation 3

Introduction and preparation

1. How clearly did the speaker state the *purpose or objectives* of the presentation?

2. Did the speaker give an *adequate overview* of the session?

3. How well had the speaker *organized and sequenced* the content of the presentation?

4. Did the speaker appear *thoroughly prepared, practiced, and polished*?

Body of the presentation

1. Was the *language appropriate* for the audience?

2. Comment on the speaker's *speech, vocal control and volume.*

3. Was the speaker *familiar* with the material? Did he/she stick to the lesson   plans provided or add info beyond the scope of the lesson plan?

4. Did the speaker make appropriate *eye contact* with the audience?

5. Comment on the speaker's *body language, gestures, and mannerisms.*

6. If utilized, was the speaker's use of humor appropriate?

7. Did the speaker stay within the allotted time.

8. Comment on the speaker's use of instructional media.

9.

Presentation

Preparation _____

Organization _____

Voice, vocal control, volume, language _____

_____

Body language, eye contact, gestures and mannerisms _____

_____

Time _____

Overall comments _____

_____

Presentation

Preparation

Organization

Voice, vocal control, volume, language

Body language, eye contact, gestures and mannerisms

Time

Overall comments

Presentation

Preparation

Organization

Voice, vocal control, volume, language

Body language, eye contact, gestures and mannerisms

Time

Overall comments

Presentation

Preparation

Organization

Voice, vocal control, volume, language

Body language, eye contact, gestures and mannerisms

Time

Overall comments

Presentation

Preparation

Organization

Voice, vocal control, volume, language

Body language, eye contact, gestures and mannerisms

Time

Overall comments

Presentation

Preparation

Organization

Voice, vocal control, volume, language

Body language, eye contact, gestures and mannerisms

Time

Overall comments

Presentation

Preparation

Organization

Voice, vocal control, volume, language

Body language, eye contact, gestures and mannerisms

Time

Overall comments

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Presentation

Preparation_____

Organization_____

Voice, vocal control, volume, language_____

_____

Body language, eye contact, gestures and mannerisms_____

_____

Time_____

Overall comments_____

_____

Instructor Team Summary & Evaluation

Name and Agency *(Optional):*_____

I. Course Summary:

1. **Course Logistics:**
   - Training Location *(city & county)*
     _____
   - Training Dates:
     _____

2. **Instructor Team:**
   - Lead CPS
     Instructor_____
   - Assistant CPS Instructors
     1. _____
     2. _____
     3. _____
     4. _____
     5. _____
     6. _____
     7. _____

   - Lead Technician(s) *(considering Instructor Candidacy)*
     1. _____
     2. _____

II. Course Evaluation - *Please rate the following elements of this training.*

Circle rating closest to your opinion: 1 = Poor, 2 = Fair, 3 = Good, and 4 = Excellent					
Category	**Comments**	**Ratings**			
		1	**2**	**3**	**4**
Logistics and Facilities					
Training Facility Location		1	2	3	4
Training Equipment		1	2	3	4
Manuals, Resources, Exercises		1	2	3	4

Circle rating closest to your opinion: 1 = Poor, 2 = Fair, 3 = Good, and 4 = Excellent					
Category	**Comments**	**Ratings**			
		1	**2**	**3**	**4**
Refreshments / Food		1	2	3	4
Course Length		1	2	3	4
Flow of Information		1	2	3	4
Training Schedule / Breaks		1	2	3	4
Check-Up - Location		1	2	3	4
Check Up Organization, Promo & Set Up		1	2	3	4
Check Up Supplies/Materials (e.g., CRs, handouts, CR instructions)		1	2	3	4
Logistics and Facilities Overall		1	2	3	4
Coordination					
Pre Course Preparation of Students		1	2	3	4
Pre Course communication with Students		1	2	3	4
Performance of Lead CPS Instructor	**Name:**				
Instructors' Preparation & Presentation		1	2	3	4
Instructors' Technical Knowledge		1	2	3	4
Instructor Communication & Teamwork		1	2	3	4
Instructor Helpfulness to Students		1	2	3	4
Overall Satisfaction of this Instructor		1	2	3	4
Performance of CPS Instructor #2	**Name:**				
Instructors' Preparation & Presentation		1	2	3	4
Instructors' Technical Knowledge		1	2	3	4
Instructor Communication & Teamwork		1	2	3	4
Instructor Helpfulness to Students		1	2	3	4
Overall Satisfaction of this Instructor		1	2	3	4
Performance of CPS Instructor #3	**Name:**				
Instructors' Preparation & Presentation		1	2	3	4

Circle rating closest to your opinion: 1 = Poor, 2 = Fair, 3 = Good, and 4 = Excellent						

Category	Comments	Ratings			
		1	2	3	4
Instructors' Technical Knowledge		1	2	3	4
Instructor Communication & Teamwork		1	2	3	4
Instructor Helpfulness to Students		1	2	3	4
Overall Satisfaction of this Instructor		1	2	3	4
Performance of CPS Instructor #4	Name:				
Instructors' Preparation & Presentation		1	2	3	4
Instructors' Technical Knowledge		1	2	3	4
Instructor Communication & Teamwork		1	2	3	4
Instructor Helpfulness to Students		1	2	3	4
Overall Satisfaction of this Instructor		1	2	3	4
Performance of CPS Instructor #5	Name:				
Instructors' Preparation & Presentation		1	2	3	4
Instructors' Technical Knowledge		1	2	3	4
Instructor Communication & Teamwork		1	2	3	4
Instructor Helpfulness to Students		1	2	3	4
Overall Satisfaction of this instructor		1	2	3	4
Performance of CPS Instructor #6	Name:				
Instructors' Preparation & Presentation		1	2	3	4
Instructors' Technical Knowledge		1	2	3	4
Instructor Communication & Teamwork		1	2	3	4
Instructor Helpfulness to Students		1	2	3	4
Overall Satisfaction of this instructor		1	2	3	4
Performance of CPS Instructor #7	Name:				
Instructors' Preparation & Presentation		1	2	3	4
Instructors' Technical Knowledge		1	2	3	4

Circle rating closest to your opinion: 1 = Poor, 2 = Fair, 3 = Good, and 4 = Excellent						
Category	**Comments**	**Ratings**				
		1	**2**	**3**	**4**	
Instructor Communication & Teamwork		1	2	3	4	
Instructor Helpfulness to Students		1	2	3	4	
Overall Satisfaction of this instructor		1	2	3	4	
Satisfaction						
Overall Satisfaction for this training		1	2	3	4	

III. Comments - *What could we do to make this course better?.*

Evaluation and Presentation
Appendix C

LEVELS OF EVALUATION

The most widely used model for evaluating training programs is one proposed in 1959 by Donald L. Kirkpatrick, who is now professor emeritus of the University of Wisconsin and a consultant in Elm Grove, WI. He recently wrote his first book on the topic, Evaluating training programs: The four levels (Berrett-Koehler, 1994). The model is so closely linked to him that it's usually just called the Kirkpatrick model.

It is elegantly simple. Kirkpatrick maintains that there are four ways to measure the quality or effectiveness of a training course:

LEVEL 1.   Participant reaction.

LEVEL 2.   Participant's learning.

LEVEL 3.   On-the-job behaviors.

LEVEL 4.   Organizational results

Evaluation and Presentation
Appendix D

SELECTING THE EVALUATION LEVEL

Instructions: Use this chart to help you select the appropriate level(s) for your training evaluation. These levels are based on Donald Kirkpatrick's evaluation model.

Evaluation Level	Information Collected

Level 1: Participant Reaction
 	
Were the participants pleased with the training?
	✔ Participants' impressions of:
	  -- Instructors
	  -- Training Materials
	  -- Training Methods and Media
	  -- Usefulness of Training Content
	  -- Training Facilities
	
	✔ Observers' assessments of how the participants reacted to the training.
	
	☞ Always conduct a Level 1 evaluation. However, do not assume that positive reactions indicate that learning took place.

Level 2: Participant Learning *What did the participants learn as a result of the training?*	✔ Participants' knowledge and skill levels before training and after training as measured by pre-tests and post-tests. ☞ Make sure to conduct a Level 2 evaluation if you are teaching critical knowledge or skills.
Level 3: On-the-Job Behaviors *Did the participants change their on-the-job behaviors as a result of the training?*	✔ Participants', co-workers', supervisors', and/or customers' impressions of on-the-job performance following training. ✔ Measures actual job performance and/or customer satisfaction**.** ☞ Select the most "high stake" areas if you are able to conduct a Level 3 evaluation.
Level 4: Organizational Results *Did the training help the organization achieve its goals?*	✔ Participants', supervisors' and/or managers' impressions of the organizational benefits derived from training. ✔ Measures of the return-on-investment resulting from the training. ☞ Even if you cannot do a formal return-on-investment study, find out if the organization thinks that your training program pays off.

CPS Instructor Development

Course Evaluation

Thank you for attending the National Child Passenger Safety Board's Instructor Development Course. The instructor team appreciates your taking a few minutes to let us know about your course experience.

Name *(Optional):*_____*45*

I. Course Summary:

1. Course Logistics:

- Training Location *(city & county)* _____

- Training Date/s: _____

2. Instructor Team:

- Instructors

    1. _____

    2. _____

    3. _____

    4. _____

II. Course Evaluation - *Please rate the following elements of this training.*

Logistics	Your Comments	☺	😐	☹
Training Facility Location				
Training Equipment				
Manuals, Resources, Exercises				
Refreshments / Food				
Course Length				
Flow of Information				
Training Schedule / Breaks				

CPS ID – Evaluation (for local use only – not to be submitted to the CPS Board)　　　Page 1

Coordination				
Pre Course Preparation of Students				
Pre Course communication with Students				
About the Course				
The course objectives were clearly stated				
The objectives were achieved				
The course was interesting and enjoyable				
The course was structured in a logical way				
I will use the course information in the future.				
Performance of Instructor #1				
Instructors' Preparation & Presentation				
Instructors' Technical Knowledge				
Instructor Communication & Teamwork				
Instructor Helpfulness to Students				
Overall Satisfaction of this Instructor				
Performance of Instructor #2				
Instructors' Preparation & Presentation				
Instructors' Technical Knowledge				
Instructor Communication & Teamwork				
Instructor Helpfulness to Students				
Overall Satisfaction of this Instructor				
Performance of Instructor #3				
Instructors' Preparation & Presentation				
Instructors' Technical Knowledge				
Instructor Communication & Teamwork				
Instructor Helpfulness to Students				
Overall Satisfaction of this Instructor				

CPS ID – Evaluation (for local use only – not to be submitted to the CPS Board)   Page 2

Performance of Instructor #4				
Instructors' Preparation & Presentation				
Instructors' Technical Knowledge				
Instructor Communication & Teamwork				
Instructor Helpfulness to Students				
Overall Satisfaction of this instructor				
Satisfaction				
Overall Satisfaction (this training)				

III. Comments - *What could we do to make this course better?.*