NATIONAL CHILD PASSENGER SAFETY BOARD

CPS
Instructor Development

rear-facing • forward-facing • booster seat • safety belt

INSTRUCTOR GUIDE

NHTSA
www.nhtsa.gov

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.

The National Child Passenger Safety Board is delighted to provide you, a CPS Technician Instructor, with the instructor download for the CPS Instructor Development Course. We regret that due to budget restrictions (this is an unfunded CPSB project), we are not able to provide you with either a printed instructor manual or any student workbooks. We appreciate your continued dedication to the field and hope you enjoy the course.

Program Sponsor

NATIONAL CHILD PASSENGER SAFETY BOARD

NHTSA
www.nhtsa.gov

TSI
Transportation Safety Institute

April 2012

CPS Instructor Development

Table of Contents

Administrative Guide ..... Course Planning Material

Module I .....Introduction and Overview (30 min)

Module II ..... Learning Styles (30 min)

Module III ..... Speaking Effectively and Organizing your Presentation (60 min)

Module IV ..... Questioning (30 min)

Module V ..... …… Team Teaching (30 min)

Module VI..... Classroom Management, Planning & Logistic Guide and Evaluation (70 min)

Module VII ..... Presentation and Evaluation (165 min)
Presentation ..... 8-10 minutes each

Conclusion..... Workshop Summary and Course Evaluation (30min)

Module description

Module I .....Introduction and Overview (30 min)

Module II..... Learning Styles (30 min)
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.

Module III .....Speaking Effectively and Organizing your Presentation (60 min)
This is the mechanics of speaking to a group, tone of voice, use of presentation time etc…

Module IV ..... Questioning (30 min)
How to get the most of asking and handling questions, as well as techniques for facilitating class discussion.

Module V .....Team Teaching (30 min)
Team teaching techniques, advantages and disadvantages of team teaching

Module VI..... Classroom Management and Logistic Guide (70 min)
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.

Module VII ..... Presentation and Evaluation (165 min)
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.*

Conclusion..... Workshop Summary and Course Evaluation (30min)
Time for general course feedback and individual written course evaluations.

ADMINISTRATIVE GUIDE

SECTION 1: COURSE OVERVIEW

Purpose

The CPS Instructor Development Course has a single goal; to enhance the skills of a Certified CPS Instructor or CPS Instructor candidate. However, meeting all learning objectives will provide participants with the skills and abilities to become better public speakers in any setting.

Intended Audience –

The primary audiences for this course of instruction are child passenger safety advocates that teach or are interested in teaching the NHTSA Standardized CPS Curriculum.

The course is available for instruction by certified CPS Instructors. Individual monitoring observers are allowed with approval by the host.

Participants must attend all sessions of the course to receive a certificate of completion for the course.

Each participant will have a difference CPS skill level. Some will have more experience teaching or presenting on child passenger safety. Course instructors have the option of adjusting presentation assignments to meet the needs of the course participants.

This course counts as part of the Instructor Candidate's application for adult teaching experience.

Course Description

The CPS Instructor Development Course is a 1 or 2 day class and is a modified version of the NHTSA/ Transportation Safety Institute (TSI) 4 ½ day Instructor Development course. It consists of 7 modules designed to be taught in one eight hour day. A second optional day has been designed that will provide additional instructional practice with CEU opportunities. An outline of the second day is included in Module 9. While the course can accommodate a maximum of 20 participants, a class of between 10-12 individuals provides the most effective learning environment.

During the 1 day course, participants will be required to prepare and deliver a CPS related presentation, which may be videotaped.

Optional 2nd Day Training – 4 to 5 hours

Possibility to have a second day of training where the course participants would be assigned a topic that meets the CEU requirement to study overnight and deliver a

presentation that qualifies for CEU credits. Length of presentation would depend on the number of participant and available time.

What types of session are CEU-eligible? All categories of CEUs must meet the content requirements of **improving CPS technical knowledge** such as LATCH, a child restraint manufacturer workshop or CPS technical update. Examples of session topics include: CR manufacturer workshops/product updates, vehicle manufacturer workshops specific to occupant protection, the latest LATCH technology, case studies of child occupants in crashes, latest car seat information and school bus safety.

Students may want to use an existing PPT as the basis for their session. The National CPS Board has three presentations available for download at www.cpsboard.org. You can also find presentations at www.safekidswebinars.org. All of these presentations have been approved for CEUs based on their content. If you choose to add, delete, or modify, you must strip all logos from the slides and inform your audience that the presentation has been modified from its original content.

How do I know how many CEUs an update is worth?
A 45-minute session may be rounded up and counted as 1 hour of continuing education. Sessions shorter than 45 minutes may not be included. You may not combine shorter sessions to equal one hour.

Educational sessions lasting longer than an hour and 15 minutes may be awarded 1.5 CEUs. The ability to enter half credits is an option after the first CEU.
• 3/4 hr (45 min) - 1 hr 15 min = 1 CEU
• 1 hr 15 min - 1 hr 45 min = 1.5 CEUs
• 1 hr 45 min - 2 hr 15 min = 2 CEUs

Proof of completion and content: Each participant should be provide with proof of attendance for the CEU-sessions. This proof should include the subject, date and time spent (Example: New CRs, July 18, 2011, 50 minutes = 1 CEU). Keep it simple! This is needed in case any techs are selected to be CEU-audited.

SECTION 2: PLANNER'S GUIDE

Purpose

This administrative guide is intended to facilitate the planning and pre-course coordination necessary to implement the CPS Instructor Development Course.

Roles and Responsibilities of the Course Planner

- Initiation of course
- Review and download of the course materials from the CPS Board website
- Notification to the State CPS Coordinator. The list of State CPS Coordinators can be found on the NHTSA website using the following link. http://www.nhtsa.gov/people/injury/childps/Training/ContactList.cfm
- Pre-course Responsibilities
- Post-course Responsibilities

The success of the CPS Instructor Development Course depends on how well pre-course planning is accomplished. Course planning is carried out by the host agency.

Administrative requirements for a successful training program include the following:

Training facilities

For this course, several rooms will be required. The main classroom must be large enough to comfortable accommodate 20 participants and two to four instructors, including room for participants to work in small groups. The ideal classroom size for the primary classroom is 1200 square feet. A separate, smaller room is required for class sizes over 10 people to accommodate splitting the class into two groups for the presentation.

Lodging

If out of area participants or instructors are attending there should be hotel arrangements made to accommodate the individuals. A block of rooms reserved near the training facility.

Video Taping of Presentations

Video taping of the presentations is the best way for the presenters to gain valuable insight into their presentation style. It also allows the presenter to see areas of their presentation style that could use improvement. Video taping of the presentations during the course is an option. There is not time in the one day course to review each of the participant's footage, but individuals can review on their own time following the course. If videotaping is going to be used during the course the following items will be needed. The time allocated for the

presentation is for 10 student presentations. If there are more than 10 participants, divide the class into groups of less than 10 students and move one instructor and a group of students to another class or meeting room for the presentations. You will need a video recorder for each presentation room.

- ✓ Video camera (style with SD card or USB port to save video clips)
- ✓ SD or flash drive for each participants. You can have each participant bring their own SD card for flash drive.
- ✓ Multiple plugs to power laptops, projectors, and videotaping equipment
- ✓ Extension cords

Training Room Arrangement

Several room configurations can work for the CPS Instructor Development Course, depending on the shape of the training room and number of participants. For each type, there must be space available for instructor tables in the back of the classroom as well as space for videotaping equipment between the instructor tables and participants. Projectors/screens are located in the front of the room, as are two flip charts and an instructor's table large enough to accommodate a notebook and other instructional aids. Typical room configurations for the CPS Instructor Development Course are as follows:

The fan type arrangement

This type of arrangement is the most desirable for the CPS Instructor Development Course for a number of reasons:

All participants can see the instructor and audiovisual aids.
Participants can switch from listening to a presentation to working on a small group exercise quickly without moving around the room.
It is easy for participants to communicate with each other, even across the room.
Everyone's view is relatively unobstructed.

Conference table arrangement.

This method is typically used when the goal is mostly total group discussion with limited small group activity. While less desirable for the Instructor Development Course, it can work with a small number of participants.

If this is the arrangement used, participants in the front table should be instructed to turn around and work with participants in the back tables for small group exercises.

Horseshoe arrangement.

The horseshoe arrangement works best for a combination of presentation and total-group discussion. While this format can make it difficult for small group discussion/exercises, it can be done, particularly when the class size is small. It is the least desirable for the Instructor Development Course.

Classroom Environment

For both the primary classroom and breakout rooms, the following must be considered in the facility negotiations:

- ✓ Good lighting
- ✓ Well ventilated, preferably with windows and separate heating/cooling controls
- ✓ Away from distractions
- ✓ Close to restrooms
- ✓ Ample electrical outlets
- ✓ Large enough for break set-ups
- ✓ Convenient to eating establishments for lunch

- Participant invitations

  When the training facility arrangements have been finalized, the course sponsor (host) should send a letter of invitation and course enrollment form to prospective participants. The invitation should be sent 45 days before the course.

  At a minimum, the letter should provide

  - ✓ Details about the course
  - ✓ Travel dates to/from the training (if
  - ✓ Lodging information (if needed for out of area participants)
  - ✓ Local transportation options (i.e. airport shuttle, cab)
  - ✓ Course information/class schedule
  - ✓ How to prepare, dress code (business casual, professional attire for teaching assignments)

- Course materials, supplies and equipment

  Instructor notebooks, PowerPoint slides, and Participant Guides for the CPS Instructor Development Course are available through download at the CPS Board website in the Instructor download section. In addition, the following supplies and equipment will be required for the course:

  - ✓ Name tags and table tent nameplates
  - ✓ Flipchart pads, four easels and markers
  - ✓ Manipulatives
  - ✓ Projector and screen, laptop computer with PowerPoint capability

- ✓ Extension cords
- ✓ Masking tape
- ✓ Scissors
- ✓ Notepads
- ✓ Rewards (stickers, instructional books, etc.)
- ✓ Routine office supplies (i.e., paperclips stapler, post-it notes, etc.)
- ✓ **National CPS Certification Training Program – Several copies of the presentation choices (see Module 7, Appendix A).**

- Faculty

  A minimum of two instructors teach the CPS Instructor Development Course. Because this course is intended to develop new instructors, it is imperative that the faculty have excellent instructional skills and recent experience in teaching/presenting.

  At a minimum, each faculty member must:
  - ✓ Be a Safe Kids-Certified CPS Instructor
  - ✓ Have recent knowledge of adult learning theory and skill in teaching and experience in making presentations to other professionals.
  - ✓ Have subject matter knowledge and experience for each teaching assignment.

  In addition, it is recommended that the faculty be limited to those who have taught courses several times in the preceding year. The recency of teaching experience enhances the instructor's capabilities, which is valuable in instructing this course where instructors are expected to model the behaviors they are teaching.

Host Responsibilities checklist

60 Days Prior to Training

Arrange for the classrooms as outlined previously. Ensure that the training space is accessible to instructors the afternoon before the course begins to allow for classroom set-up. The host will be responsible for classroom costs which include items listed in the Planner's Guide.

Reserve a block of rooms, if needed at a local hotel for instructors and non-local training participants, with the "cut-off" date not sooner than two weeks before course start date.

Provide/arrange for a secure room to store training materials at the training site, both in advance of the training event (course materials, laptops, etc.) and during the course. If materials are shipped in advance, they should arrive at the course site via FedEx a few

days prior to the class start date. Note: Normally, hotels have a shipping/receiving area to hold these items until needed.

Promote the course in your area. Send out registration forms to interested individuals.

Conduct pre-course conference call with faculty, making teaching assignments (and back-up assignments for each block of instruction). Inform faculty that they must arrive by 3:00 p.m. the day before the course begins for an instructor meeting. Final materials review, room set-up, and review of equipment to be used, etc

45 Days Prior to Training

Conduct a conference call with the training facility staff to finalize all arrangements.

- Provide participants with a confirmation letter with necessary logistical and other pertinent information approximately 45 days before course start date. If the presentations will be video tapped, remind the participants to bring a SD card or a flash drive. Each participant and instructor is responsible for booking travel and hotel reservations.

On-Site

Conduct an Instructor's meeting before the start of the course. Review all assignments; all equipment to be used; classroom set-up; etc.

Have sufficient copies of maps, lists of near-by affordable restaurants, etc., available for the class.

SECTION 3: INSTRUCTOR GUIDE

Instructors for this course are selected specifically for their proven teaching ability, as they are expected to model the skills necessary to be a successful instructor throughout the course. The following information is intended to help the faculty prepare for and deliver a program of instruction that will meet all learning objectives.

The following schedule for the CPS Instructor Development Course is designed to provide the student teachers with instructional classroom time and some time to prepare for the presentations they are required to make as part of the training.

Instructor Development Day 1				
Module #	*Title*	*On the clock*	*Time*	*Instructor*
ICE Breaker 1	Introduction	8:00 – 8:30	30 minutes	Instructor A
2	Learning Styles	8:30 – 9:00	30 minutes	Instructor B
	BREAK	9:00 – 9:10	10 minutes	
3	Speaking Effectively	9:10 – 10:10	60 minutes	Instructor A
4	Questioning	10:10 – 10:40	30 minutes	Instructor B
BREAK		10:40 – 10:50	10 minutes	
5	Team Teaching	10:50 – 11:20	30 minutes	Instructor A
6	Classroom Mgmt (stop 4 guideline for disruptions) Participants sign up for Presentation #3 prior to lunch.	11:20 – 12:00	40 minutes	Instructor B
	LUNCH	12:00 – 1:00	60 minutes	
ICE Breaker 6	Classroom Mgmt (begin at disruptive participants)	1:00 – 1:30	30 minutes	Instructor A
7	Presentation & Evaluation	1:30 – 2:00	30 minutes	Instructor B
BREAK		2:00 – 2:15	15 minutes	
7	Presentation Planning	2:15- 2:30	15 minutes	
7	Presentations	2:30 – 4:20	110 minutes	Instructor A
7	Presentation & Evaluation	4:20 – 4:30	10 minutes	Instructor B
	Conclusion & Course Evaluation	4:30 – 5:00	30 minutes	Instructor B

The CPS Instructor Development Course is designed to be extremely interactive. While some material is presented in lecture format, it is expected that there will be considerable participant involvement in each module. Be familiar so you can refer participants to the appropriate material with the least amount of disruption.

Course participants will prepare and deliver 3 presentations during the course, a brief introduction, a 3 minute personal presentation and an 8-10 minute individual presentation using the National Child Passenger Safety Certification Training Program for the presentation content. Instructors and fellow course participants will critique the presentations, offering constructive comments to improve the student's presentation skills. The checklist for each presentation is included at the end of the module, during which the presentation is to take place.

Preparing to Teach

The following checklist is provided to assist in preparing to instruct this course:

Read the entire curriculum several times, to understand the flow of the materials being presented and with an eye toward those modules/sessions that you feel most qualified to teach. Reading the curriculum is particularly important for first-time instructors for this program, as it serves as a review in principles of learning, facilitation and questioning skills, etc., getting you ready to teach.

Add instructional methodologies, questions, and recent examples and anecdotes for the sessions you will be teaching.

Review the schedule, including sequence of events, flow of the modules, transitions into new sections, and student exercises and practice teaching sessions.

Highlight key words and phrases in the Instructor's Notes as you prepare to teach your module.

Make note of needed equipment and supplies for your module/section, so you can check that they are available before you begin to teach. The instructor meeting is also the time to familiarize yourself with the equipment being used during the course. You will have time to practice using the equipment and receive tips from the other instructors if needed.

Familiarize yourself with the Conducting the Personal Student Evaluation document at the conclusion of this guide.

Review the list of participants and familiarize yourself with their background, agency, etc., and be prepared to greet them at the beginning of the course.

On-Site Responsibilities

The instructors for this course have several responsibilities during the course itself, beginning with an instructor's meeting on the day before the course begins. During that meeting, the host agency and the instructors will review the final arrangements for the course, including a review of materials, supplies and equipment; classroom arrangements; final course schedule; and other administrative matters. During this

time, familiarize yourself with the equipment you will be using throughout the course. Make sure that the equipment, supplies and materials needed for your sessions are available.

At the beginning of the day be available near the entry to the classroom to greet participants and lend a hand for any last minute changes or administrative activities required to start the program.

An instructor's table will be set up in the back of the room, and all faculty are expected to be there unless they are teaching/coaching, and model behaviors that the student instructors are expected to learn during the course. The following guidelines provide acceptable behaviors:

Be attentive to the activity taking place in the classroom. Do not read paper, check email, etc.

Through non-verbal clues (i.e., head nodding, etc) confirm the teaching instructor's comments, answers to questions, etc. If you have something to add, raise your hand and wait to be called on. Do not walk to the front of the classroom or interrupt another instructor unless invited by the instructor.

Make note of particularly problematic segments of the training or disruptive participants. During breaks or after the class ends for the day, several minutes should be spent in discussing the problems and how to best resolve or handle.

Listen for questions or comments that you can weave into your module/session, either during a transition or as an example. This will affirm a student's comments and enhance the learning environment for the participants.

During hands on activity be available to assist the teams of participants as needed. Provide supportive comments and answer questions. If you are the instructor that is leading a hands on activity make arrangements ahead of time with your fellow instructors on their role during a hands on or interactive section.

When Instructing

When it is your turn to teach, either alone or with a team teacher, follow the principles and guidelines found in the Instructor Development Course, including presentation skills, facilitation and questioning techniques, etc. Because this course is designed to develop future teachers, your classroom demeanor is a key part of the instruction--model appropriate behavior and teaching methods. Ask your fellow instructors to monitor the participants to check for their understanding of the learning principles you are teaching. Accept their constructive criticism to improve your performance in following sessions.

Icebreakers and Interactive Participation

It is to set the stage for a successful learning environment. Using an interactive exercise focuses the participant's attention on the subject matter to be covered and helps to mentally prepare the class to begin the day. Icebreakers can also be used to enhance a learning activity within a module. Icebreakers are not just to fill time in the agenda or to be used when the participant's attention is diverted from the course. If the class is losing focus then a short break may be needed. Examples of several effective icebreakers are included as Appendix A to this Administrative Guide.

Seating

The participants will typically sit close to someone they know that is attending. It is important to mix up the seating to provide the opportunity for all course participants to become acquainted and enable different teams for group activities.

Refer to Appendix A for Ice Breakers ideas.

Activity Rewards

You can use stickers and candy, which may seem juvenile, but is very effective in adult settings. As someone in the group answers a question, a sticker is placed on his/her name tent. At the end of the day the person with the most stickers can win an instructional book or other item relevant to the course topic. Or you can toss a piece of candy to the person that answers a question. Both work well to encourage participation.

Music

Music can be used to increase discussion during a team activity and can also be used as a tool to bring participants back from a break or work session. Be sure your choice of music is appropriate, and that it is not to loud to be disruptive.

Time Card

Included in Appendix B are time cards to use in alerting participants of their time status during the presentations.

At the End of the Course

Instructors are to collect distribute course evaluation sheets to the participants. Ask they complete an evaluation before they leave (Participant Guide Module VII, Appendix, last document). Instructors should pay particular attention to any constructive criticism to improve their performance. After the completion of the training assignment, remember your "job" is not over. Instructors must gather the evaluations, organize and re-pack materials, and take a little time to reflect on 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.

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.

Once the course is complete you need to complete the CPS Instructor Development Course Feedback Form. Survey Monkey is the easiest method to collect the survey information.

COURSE FEEDBACK Form – Lead Instructor
Take the survey: http://www.surveymonkey.com/s/M6YHRDW

Appendix C - Course Feedback Form – Lead Instructor completes and submits to the Board. Options include using survey monkey (link above) or submitting by email or fax.
Course evaluation sheet – Participants complete at the end of the course. Instructors review and keep evaluations. The document is also included in Participant Guide, Module VII, Appendix, last document.

Share the rewards of a job well done with the other instructors. Don't forget to celebrate your success.

APPENDIX

ICE BREAKERS

Using an interactive exercise focuses the participant's attention on the subject matter to be covered and helps to mentally prepare the class for the coming session. They are not to be used just to fill time in the agenda or when the participant's attention is diverted from the course. Icebreakers should be related to the subject matter for the module or agenda for the day. Below are several effective icebreakers.

Paper Folding Exercise

Hand out a blank piece of paper to each participant or have them use one from tablets provided by training establishment (hotel memo pad, etc.)

Step 1. "Everyone stand up and hold your paper with both hands." – You model this by holding up a piece of paper with each of your hands holding a top corner.

Step 2. Tell everyone to close their eyes.

Step 3. Instruct participants to fold the paper in half….wait about 5 seconds….tell them to fold the paper in half again. Wait until you hear paper rustling calm down.

Step 4. Instruct participants to tear off bottom left corner, reminding them to keep their eyes closed.

Step 5. Instruct participants to fold their paper in half yet again. Wait a few seconds.

Step 6. Instruct participants to tear off bottom right corner. Wait a few seconds.

Step 7. Instruct participants to open their eyes and unfold their paper carefully and hold it up high.

Facilitated discussion to follow:
Many people's papers will look different. Ask questions as to how they came up with various products. Remind them that they were given the same tool (blank paper) and exact same instructions (training) on what to do. Explain that if you are training someone to do something (install a car seat, administer a SFST, use data to create performance measures, etc.); it is not enough to just give out instructions. You need to valuate along the way to insure they are processing your instructions.

Two Truths and a Lie

Two Truths and a Lie is the classic icebreaker game in which one attempts to identify which of three statements is bogus.

Instructions: Each person prepares three statements, two of which are true and one of which is a lie. In any order, the person shares the three statements to the entire group. The object of the game is to figure out which statement a lie. The rest of the group votes on each statement, and the person reveals which one is the lie.

Variation: Two Truths and a Dream Wish. Instead of stating a lie, a person says something that is not true — yet something that they wish to be true. For example, someone that has never been to Hawaii might say: "I visited Hawaii when I was young." This interesting spin often leads to unexpected, fascinating results, as people often share touching wishes about their lives.

Commonalities and Uniquities

This is a group team-building activity in which people identify common things that everyone has in common, along with interesting characteristics that are unique to a person in the group. Two sheets of paper and a pen are needed for each group.

Instructions: Form groups of five to eight people and give each group two sheets of paper and a pencil or pen. The first part of the activity is Commonalities, where each small group compiles a list of the things they have in common. In order for it to make the list, it must apply to everyone in the small group. You want to avoid writing things that people can see (e.g. "everyone has hair," or "we are all wearing clothes"). Try to get them to dig deeper. After about 5 minutes, have a spokesperson from each subgroup read their list.

Then, depending on your goals for the session, you can have half of each subgroup rotate to another group for Uniquities or you can leave everyone in the same group. On the second sheet of paper have the group's record uniquities meaning that each item applies to only one person in the group. The group tries to find at least 2 uniquities for each person. After 5-7 minutes, you can have each person say one of their uniquities or have a person read them one by one, having others try to guess who it was. (Again, you want to go beyond the superficial, avoiding those things that people can readily see). This is an excellent team-building activity because it promotes unity, gets people to realize that they have more in common than they first might realize. The awareness of

their own unique characteristics is also beneficial in that people can feel empowered to offer the group something unique.

Whose Story Is It?

This in an icebreaker in which you read various (bizarre) stories and try to guess whose true story it is. This simple icebreaker can be a fun method to hear fascinating true stories about your friends. Paper, pens, and a container for the paper is needed.

Instructions: Pass out slips of paper and pens. Have everyone briefly write down a true story or experience that happened to them on the paper along with their name. The more bizarre the story, the better. Fold the slips of paper and put them into a container, mixing them up. A mediator picks out four slips of paper and calls the names of the people. These people go and sit on chairs apart from the group. The mediator reads the stories and the group tries to figure out which of the four people goes with which story. The rest of the class does this by asking different people questions about their story. After a few questions, the group votes. Then a new group is selected and the exercise repeats until all have participated. If time is limited, you can have one round of questions and save the rest for another time. The goal of this icebreaker is to have fun telling stories and learn a few interesting or humorous facts about each other.

What's in a Name?

Instructions: Ask participants to share the origin and meaning of their first names. Chances are there will be some funny stories and some poignant ones. Or, relate to the class how they received their nickname if they do not use their proper name. Then ask them to share the stories about their last name. Might it have been changed when a parent or grandparent immigrated? Is there any cultural significance? Does it mean something?

Prisoner, Vacationer or Explorer Ice Breaker

Share with class that as a participant, coming to a training program makes them fall into one of the following categories:

- Prisoner – you were assigned to come attend the training or sanctioned to be here. Your over arching attitude is that you do not want to be present and engaged.

- Vacationer – you're just happy to be out of your own office for the week. To be doing something unique and different. You have a neutral attitude towards to the training.

- Explorer – you are actively looking for new ideas that can improve you as a person and your organization. You are looking forward to hearing content that reinforces things that you are doing well and challenge you to new levels. Your attitude is positive and you have a willingness to learn.

Think for a moment. Which one of these categories does the participant most closely relate to.

Ask participants to challenge people who are prisoners to move up one level to a vacationer and vacationers to move up a level to explorers. Thank the explorers as they may be teaching this course next time.

Note: By allowing the participants to self identify with this early in the course demonstrates that you want to challenge them to succeed.

Unequal Resources

On the outside of four large envelopes, print the following directions

Each group is to complete all tasks using only the items inside the envelopes.
Tasks include:
Using the resources in the envelopes, make a three color flag for your team. The flag must be exactly 81/2 by 11 inches in size.
Inside the envelopes, put the following
Envelope 1 - a ruler
Envelope 2 – an 81/2 by 11 inch sheet of white paper
Envelope 3 – nothing
Envelope 4 - three sheets of construction paper, all larger than 81/2 x 11”

- 1 pencil
- several paper clips
- a glue stick
- scissors

Instructions for the facilitator: Observe interactions of each group very carefully; make note of what hear and see very carefully so that you can provide feedback later. Have students work in four very well separated areas but within the same room so that they can overhear each other. Set a time limit (10 minutes) for completion of the tasks.

Time Cards

Appendix B
Administrative Guide

2 Minutes

Conclude Anytime

1 Minute

Stop Anytime

STOP

NATIONAL CHILD PASSENGER SAFETY BOARD

rear-facing • forward-facing • booster seat • safety belt

Thank you for offering the National Child Passenger Safety Board's Instructor Development Course. We appreciate your taking a few minutes to let us know how it was used.

This is also available online at http://svy.mk/CPSC-IDsurvey.

**** Please complete one feedback form per course. ****

1. Name of person submitting the information: _____

2. What was the date of the course (if more than one day, enter Day 1):

   _____/_____/_____

3. Did you offer a second half or full day for CPS CEUs? (check one) ☐ YES ☐ NO

4. If so, how many CPS CEUs were awarded? (check one)

☐ 1	☐ 4	☐ 7
☐ 2	☐ 5	☐ 8
☐ 3	☐ 6	

5. Were the CPS CEUs submitted for preapproval by Safe Kids? (check one)

   ☐ YES ☐ NO

Please share some information about the number of instructors and students in the course (CPSTs, ICs, non-techs).

6. How many **CPSTIs taught** this course?

☐ 1	☐ 4	☐ 7
☐ 2	☐ 5	☐ 8+
☐ 3	☐ 6	

7. How many of **CPST students** were there?

- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☐ 35+

8. How many **Instructor Candidate Students** were there? (check one)

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8+

9. How many **non-CPS Certified Students** (not recommended) were in the course? (check one)

- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☐ 35+

Thank you for taking time to let us know how this course is being used.

Fax to 630-775-2495 or scan and email to tess.benham@nsc.org.

If you have any additional comments, feel free to send them to the CPSB Secretariat at tess.benham@nsc.org.

May 2012

NATIONAL CHILD PASSENGER SAFETY BOARD

rear-facing • forward-facing • booster seat • safety belt

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				

1121 Spring Lake Drive, Itasca, IL 60143-3201 • cpsboard.org

NATIONAL CHILD PASSENGER SAFETY BOARD

rear-facing • forward-facing • booster seat • safety belt

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				

1121 Spring Lake Drive, Itasca, IL 60143-3201 • cpsboard.org

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?.*

MODULE 1: INTRODUCTION

Terminal Learning Objective

Upon completion of this module participants will be able to identify the instructors/technicians by name and explain the course objectives and activities in which they will be involved during the workshop.

Enabling Learning Objectives

1. Describe the course goal
2. List course materials
3. Identify proper participant conduct
4. Describe course objectives
5. Introduce themselves to other participants.
6. Pre-assessment.

Estimated Completion Time

30 minutes

Resources Required

- ID Instructor guide
- ID Participant guide
- PowerPoint slideset
- Flipcharts/Markers.

Equipment

The following additional equipment is required for this module:

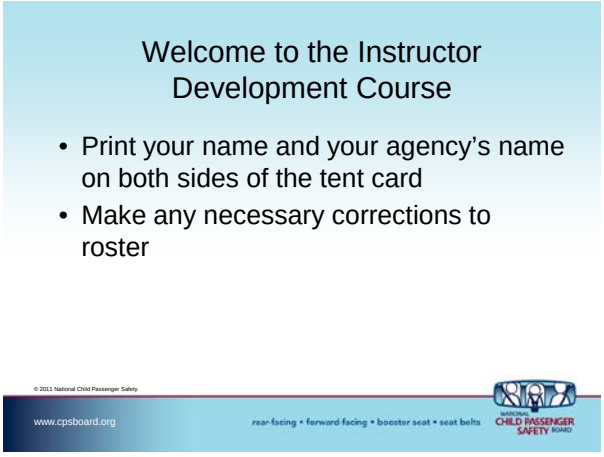
- A computer with PowerPoint software
- A computer projector and screen.

Notes

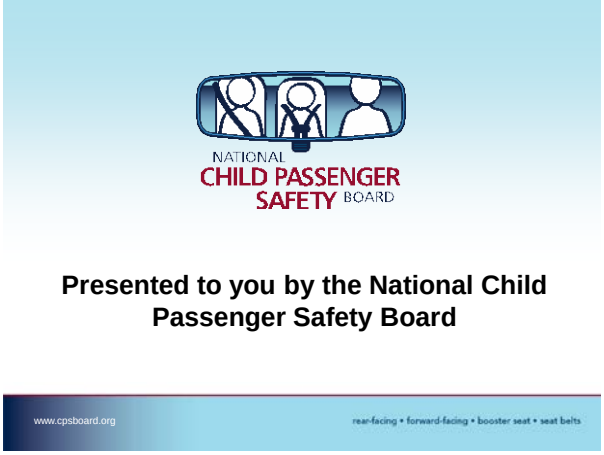
A suggested time plan for this module is as follows:

Welcoming remarks..... 2 minutes
Course overview ..... 3 minutes
Administrative matters..... 2 minutes
Goals..... 5 minutes
Instructor introductions..... 3 minutes
Participant introductions..... 15 minutes

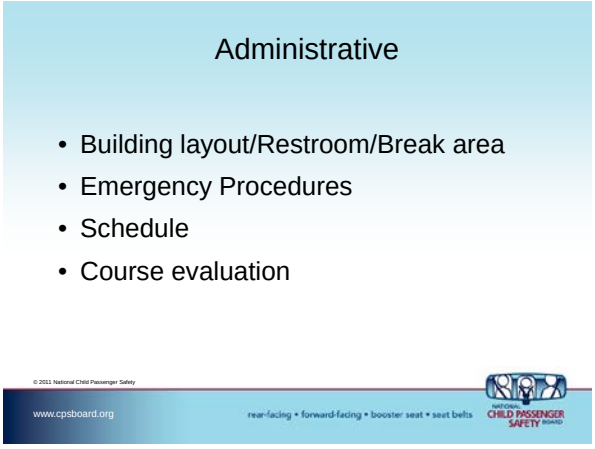
Total Time ..... 30 Minutes



Show this slide as participants enter the room. Encourage them to fill out the tent cards. Pass out roster for corrections.

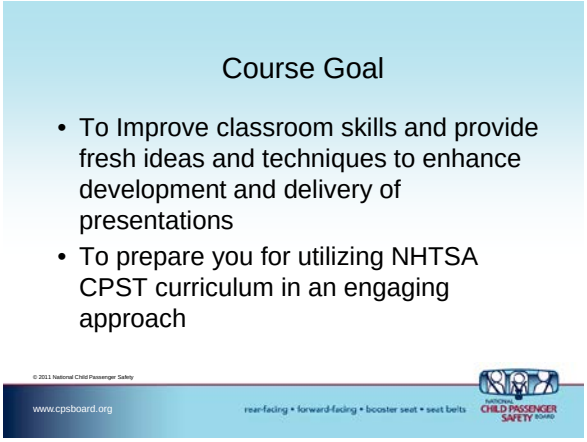


The National Child Passenger Safety Board has been established to provide program direction and technical guidance to states, communities and organizations as a means to maintain a credible, standardized child passenger training and certification program.



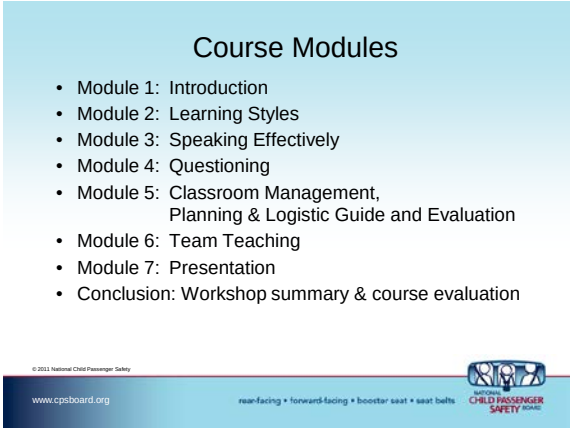
Discuss building layout, including: emergency exits, fire extinguishers, fire alarm pull stations, meeting area in case of a building evacuation. Also, discuss location of restrooms, break areas, smoking areas, and the smoking policy of the host property.

Pass out master roster.



- 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.

Instructor Note – As an added benefit, you will also get information that is useful for giving other types of presentation outside of classroom training.

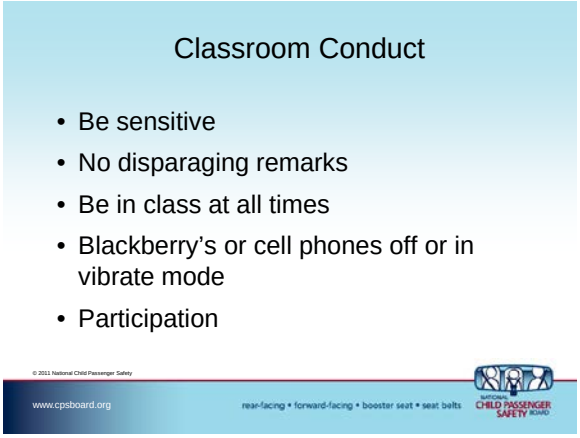


- Module 1: Introduction
- Module 2: Learning Styles
- Module 3: Speaking Effectively
- Module 4: Questioning
- Module 4: Classroom Management, Planning & Logistic Guide, Evaluation
- Module 6: Questioning and Facilitation
- Module 9: Team Teaching
- Module 7: Presentation
- Conclusion

Instructor Note - Discuss the course modules with the participants.

Instructor Note – Have participants write name in participant guide and walk them through use of any supplemental material (tour of the manual)
Take a class photo and remember to take some candid shots throughout the week.

Go over the library of resources.



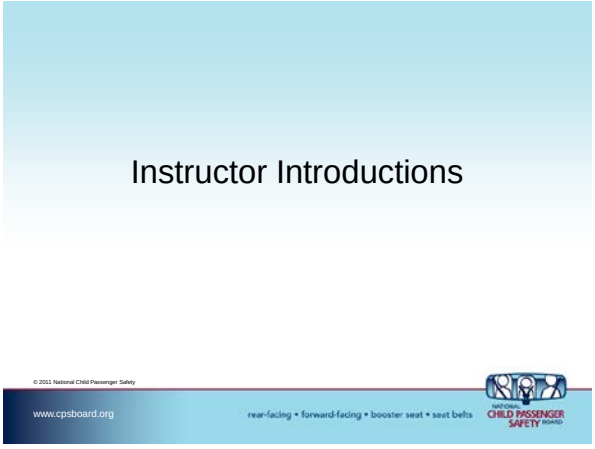
Explain that participants need to be sensitive and respectful to others, as well as the host property.

While we want to avoid disparaging remarks, remind participants that we do want to hear about successes, lessons learned, and failures with which they may be familiar.

Remind participants to turn off pagers or cell phones or turn them to vibrate mode and do the same to yours.

Tell them that participation in class is expected both during regular class discussions and exercises.

Participation = rewards



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 this week 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:

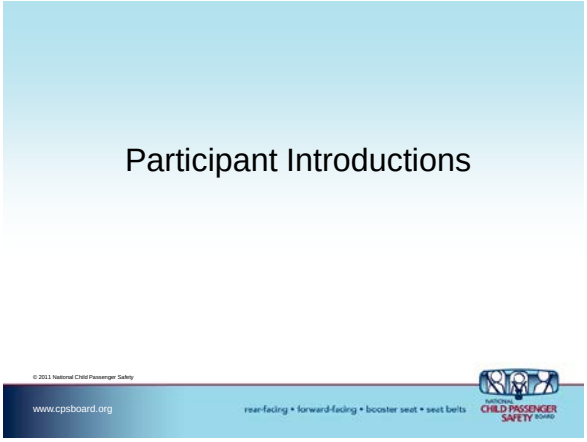
Introduction of other faculty and their credentials:

Instructor Note - *Each* faculty member will speak for himself or herself. Purpose is to cite rich and varied experience as a teacher, lecturer, public speaker, curriculum developer, etc. Cite relevant academic background, prior service in instructor development workshops, current and past assignments as teacher/trainer (formally in academic settings, service as regional or national training coordinator, etc.). In appropriate ways, each should emphasize that he or she loves to teach and loves to help others become better teachers.

Instructor Note - Ask if there are any questions about any faculty members' 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*.

Instructor Note - Thank the students for bearing with you during this unavoidable exercise in what seemed to be "egotism" by the faculty. Segue to the next segment by saying something like "now that you've heard about us, we'd like to hear about you."



During our time together this week, 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.

Instructor Note - three instructors are needed for this Segment. One will facilitate the introductory process, *approaching but not crowding in on* each participant as he or she gives the self introduction. The other two instructors will stand at flipcharts at the front of the room, to record the participants' responses to the *expectations* and *greatest teacher*.

Print the words HOPES AND EXPECTATIONS at the top of one of the flipcharts, and the words GREATEST TEACHER at the top of the other

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:

Instructor Note - Point to the HOPES AND EXPECTATIONS flipchart.

- What is the single thing that you most hope and expect to get from this workshop?

Instructor Note - Point to the GREATEST TEACHER flipchart.

  - 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

Instructor Note – ask participants if there are any questions about how the self introductions are to proceed. Solicit a volunteer to go first. If no one volunteers, select someone at random. Once the first participant has finished his or her introduction, *proceed clockwise* through the other participants (this is to ensure that no one is overlooked, a real danger if you skip randomly among participants).

As each participant states his or her name, *both instructors at the flipcharts will print the first name on the paper*. Then, each will record a capsule summary of either the expressed *expectation* or *greatest teacher*, as appropriate. Recording the names is important, because as the week progresses the faculty will want to check to ensure that each participant is meeting his or her expectations and, ideally, is acquiring some of the characteristics of his or her greatest teacher.

***Upon completion* of the final self introduction, thank everyone for participating.**

Instructor Note - we know that many of you have already helped teach NHTSA certification course, and have done so very well.

We know that all of you have already prepared and delivered speeches, on many occasions to many groups.

But we also know that, by committing yourself to full participation in todays intense learning activities, you will become a better teacher, a better speech writer, and a better public speaker than you are right now.

As your faculty, my colleagues and I are very excited to be here with you, because as we work with you to improve your teaching and speaking skills, we expect to improve our own as well.

Ask participants if they have any questions about the course goals. Point out that these goals will remain on display throughout the day. Tell participants that, if at any time they feel that what we do here doesn't contribute to meeting those objectives, you want them to say so.

MODULE 2: LEARNING STYLES

Terminal Learning Objective

Upon completion of this module, the participant will be able to explain the effective characteristics of instructing adult learners.

Enabling Learning Objectives

1. Define learning
2. Identify the factors that affect learning
3. Define teaching
4. Define the four step process of teaching and learning
5. Compare the differences and similarities in learning styles across all generations
6. List the characteristics of different generations of adult learners
7. Identify basic adult learning rules to maximize training effectiveness
8. Explain the techniques for motivating multi-generational learners
9. Define interactive instruction
10. Explain interactive instruction methods.

Estimated Completion Time

30 minutes

Resources Required

- ID instructor guide
- ID participant guide
- PowerPoint slideset
- Flipcharts/Markers
- Cardinal Rule poster
- CPST Skill Level Survey

Equipment

The following additional equipment is required for this module:

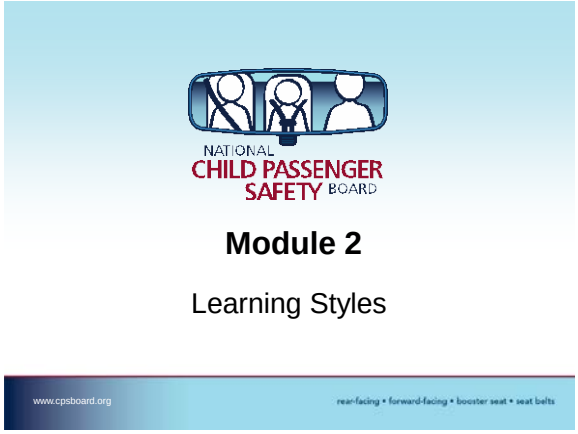
- A computer with PowerPoint software
- A computer projector and screen

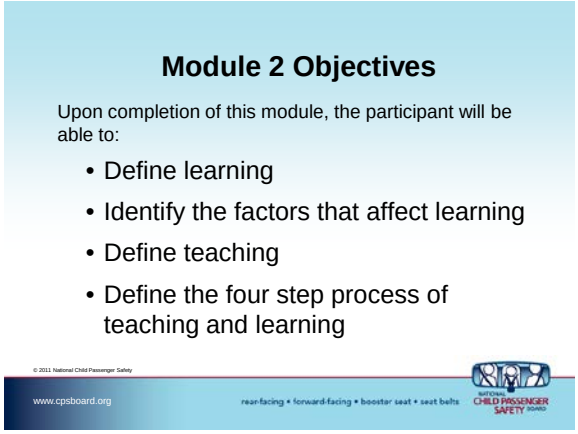
Notes

A suggested time plan for this module is as follows:

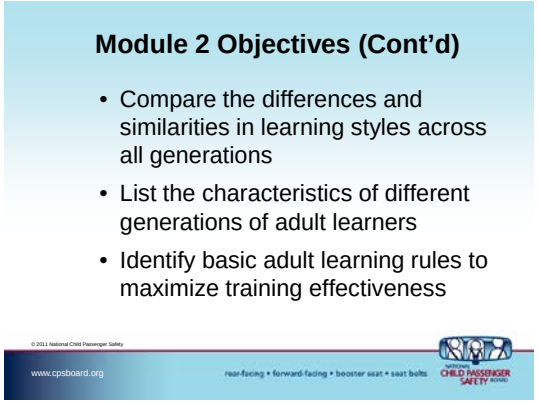
Module objectives and overview ..... 2 minutes
Definition of teaching/learning..... 3 minutes
The four step process of teaching/learning ..... 5 minutes
Differences and similarities in learning styles across all generations..... 5 minutes
Applying adult learning principles..... 3 minutes
Individual differences that affect learning..... 3 minutes
Techniques for motivating multi-generational learners..... 3 minutes
Interactive instruction ..... 3 minutes
Methods for making instruction interactive..... 2 minutes
Summary 1minutes

Total Time..... 30 minutes

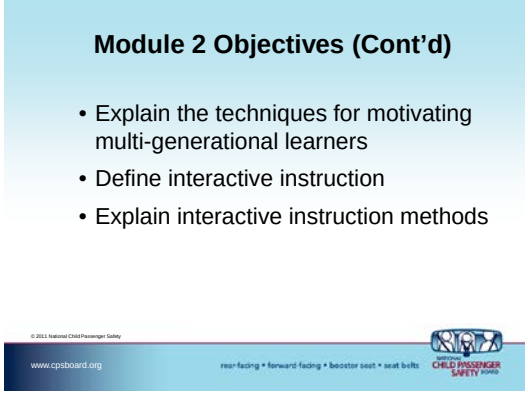




- Define learning
- Identify the factors that affect learning
- Define teaching
- Define the four step process of teaching and learning



- 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



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

Instructor Notes - Briefly review the objectives. Emphasize we can't be fully effective teachers until we first grasp what teaching and learning are all about.

Point out that we will be relying on a very simple, straight forward, by the numbers, approach to teaching, i.e. a four step method that really works.

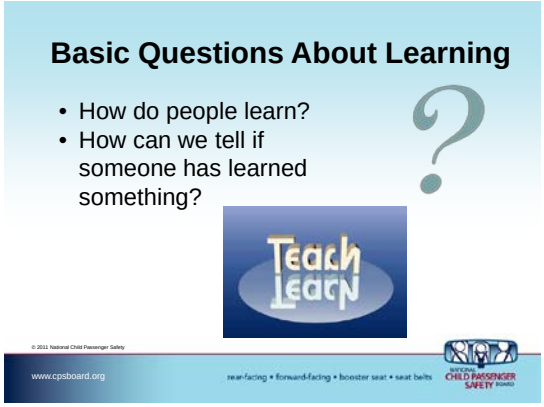
Emphasize that our simple and effective four step method of teaching relies primarily on getting the participants totally focused, with all of their senses, all of their concentration, and ideally all of their confidence.

Most classes will have a mix of generations--from "Boomers" to "Gen Y-ers", and their learning styles are different. Those differences should be used to an instructor's advantage in the classroom.

We will begin this module by discussing some things we already know. Although we already know these things we do not usually think about them very much. As instructors, or presenters for that matter, we must think about the methods we can employ to help others learn. We will talk about adult learners and how they differ across the generations. We will discuss what motivates different generations to learn and how we can tap into those learning principles to develop and conduct effective instruction.

Finally, we will discuss interaction and how it contributes to the learning process and methods we can incorporate into our instruction to actively involve the learner.

If time permits conduct the following activity.
Exercise – draw the backside of a penny with as much detail as you can remember. Any change jingling is considered cheating. This demonstrates that details do not always stay sharp, detailed and focused even with a thousand exposures.

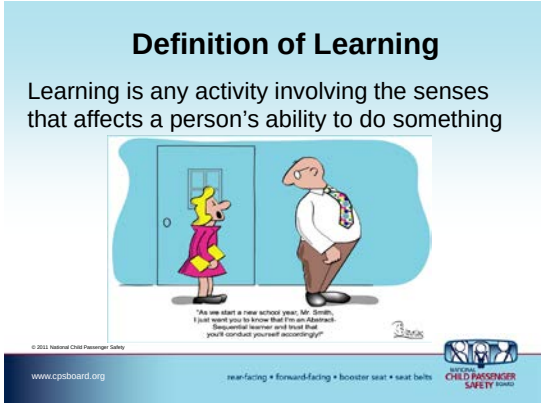


- How do people learn?
- How can we tell if someone has learned something?

Instructor Note - Break the class into two teams of roughly equal size, do this based on existing classroom geography, i.e. choose the groups based on the fact that they are currently seated near on another. Assign one question to each team. Instruct participants to think about their assigned question for about one minute, then put their heads together and write answers to the questions. Allow only about five minutes for this process. You will need two flipcharts to record participants' ideas. The first will be headed by the question - How do people learn? The second will be headed by the question - How can we tell that someone has learned something? Instruct each team to select a reporter. Briefly discuss the responses of each group. At this point, the flipcharts should look something like this:

How do people learn things?
By doing
Watching others
On the job
Seeing and hearing
Reading about it
Practicing
Studying
Through experience

How can we tell if someone has learned something?
He/She can explain it
He/She can demonstrate it
He/She can pass a test
He/She can perform the job
He/She can teach others how to do it
He/She can make the right choices based on this knowledge

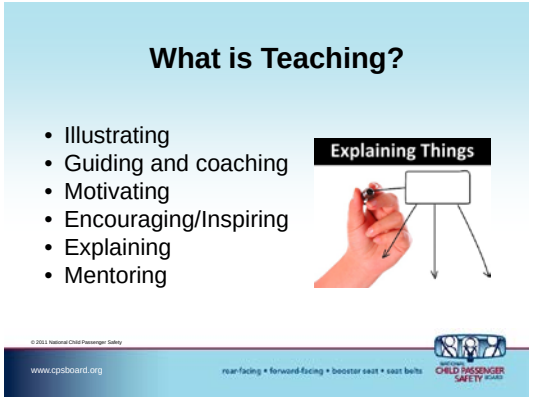


Learning is any activity involving the senses that affects a person's ability to do something.

Instructor Note - Point out that learning emphasizes activities, e.g. reading, practicing, watching, etc. and involves the senses, e.g., seeing, hearing, touching, etc.

Point out from the 2nd flipchart that all of our ideas about determining whether a person has learned something that we can see, measure, or somehow evaluate. Therefore, learning is the ability to do something you couldn't do before or to do something better than you knew how to do it before.

Introduce the parking lot principle.



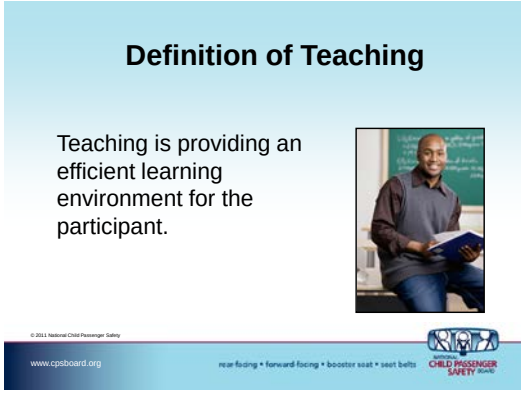
- Illustrating
- Guiding and coaching
- Motivating
- Encouraging/Inspiring
- Explaining
- Mentoring

Instructor Note - Instruct participants to think about this question for one minute and write down as many ideas about teaching CPST courses as occur to them. Allow three minutes to generate responses. Enlist two fellow instructors to capture participant ideas and definitions on a flipchart.

Possible responses:

- **Showing how to do something (demonstrate with vehicle seat/car seat)**
- **Guiding and coaching others (team up students so each student learns from instructors and each other)**
- **Motivating others**
- **Encouraging**
- **Explaining**
- **Mentoring (move around classroom to see if students are performing task correctly)**
- **Prodding (encourage "silent" students to speak up or assign the task to them)**
- **Inspiring**

Instructor Note - Emphasize that all the ideas generated by the participants are excellent and reflect the fact that they already know a great deal about teaching. Now point out that we can summarize these ideas in a simple definition of teaching.



Teaching is providing an efficient learning environment for the participant.

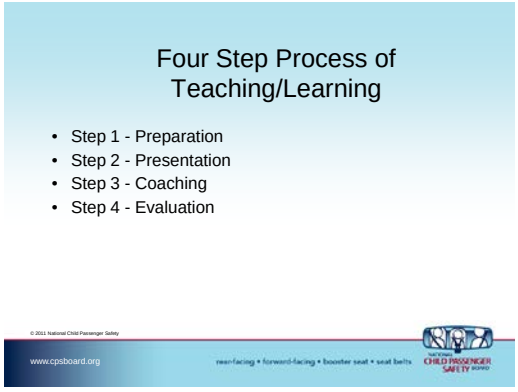
Instructor Note - The strength of this simple definition is that it emphasizes the importance of the participant. Remember as a trainer you are here for the participants. Emphasize that teaching is a push strategy. It pushes knowledge, skills, and attitudes that are essential for successful performance. However, if an efficient learning environment is not provided the participant will not pull the information being presented.

Illustration - A professor at a famous university once was asked, "How did your classes go today, sir?" He replied, "I was brilliant as usual, but unfortunately all my participants are dullards." Clearly he didn't get it. Use a survey tool like the "Confidence/Skill level survey" in Appendix.

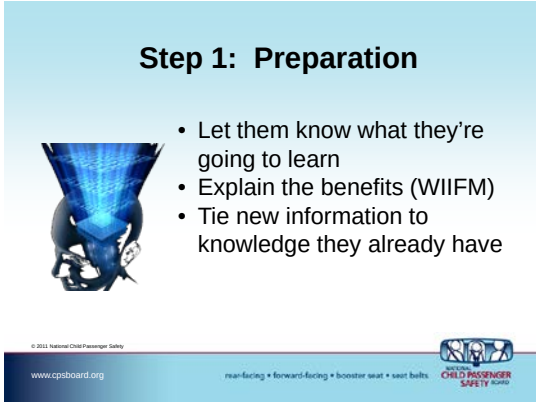
At the very least, a teacher or trainer must never do anything that makes it more difficult for the participant to learn.

Instructor Note - Display the Cardinal Rule on a flipchart then have one of your co-instructors tape it to the front wall of the classroom. Emphasize that the Cardinal Rule will remain on display for the rest of the workshop as a reminder to the participants when they conduct their practice teaching assignments and also as a reminder to you and the rest of the instructors. For CPST classes, organization can be your best tool to "keep" the cardinal rule.

Solicit responses from participants as to what they think the learning environment consists of.



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

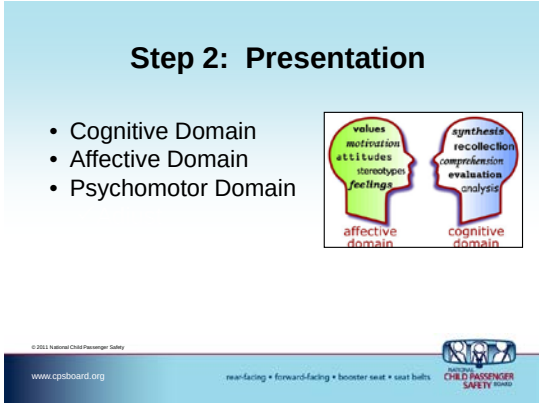


Preparation means getting the participants ready to learn. Participants will learn more efficiently when they are prepared to learn.

- 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)

Instructor Note - Explain how the learning process will proceed and how they will learn this new ability.

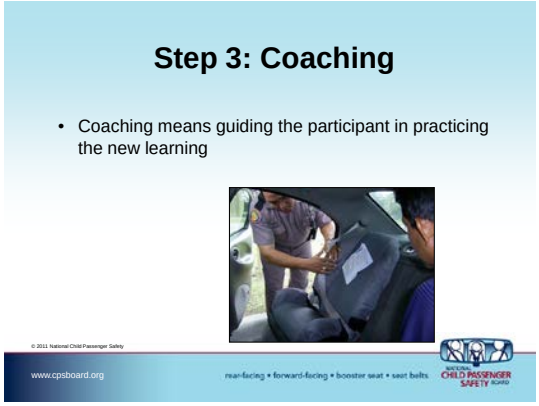
Note – Provide an example of a mental hook. (i.e., already know how seat belts rides down in a crash, harnesses on car seats work in same manner.)



Presentation means showing the participants what they will learn.

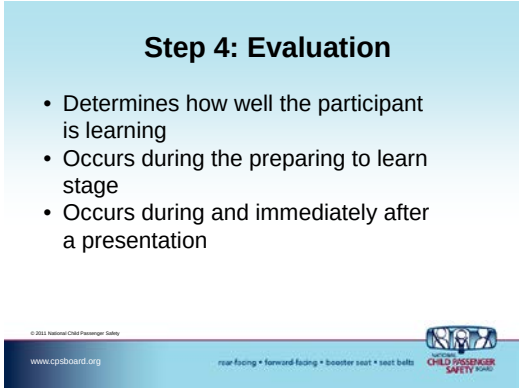
- Cognitive Domain (a knowledge) - The facts must presented. The facilitator must state and explain the concepts, principles, and other information and then show how these are to be used or applied.
- Affective Domain (a feeling or attitude) - The attitudes must be presented. The facilitator must explain 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.

Instructor Note – Hard to measure affective domain: feelings or attitudes.



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.

Instructor Note - No one can really learn to do something simply by watching someone else do it. They must have an opportunity to practice doing it themselves. Practice is more beneficial to the participant when the trainer is there to coach and offer positive reinforcement and constructive feedback. The trainer coaches the participants during practice to ensure that they all become actively involved and to guide their performance so that they can perform the task correctly. Don't rush through the students hands on time. Remember the different learning styles and adjust your assistance to the students needs.



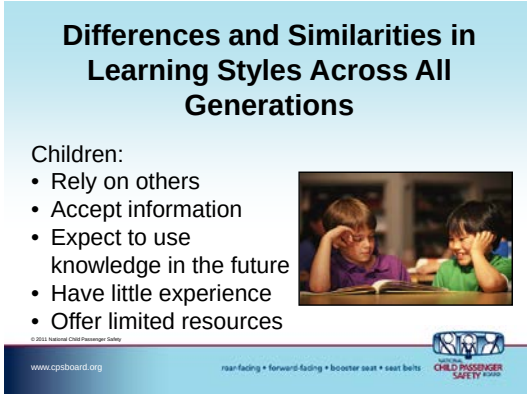
- Determines how well the participant is learning
- Occurs during the preparing to learn stage
- Occurs during and immediately after a presentation

Instructor Note - Evaluation is an integral portion of the teaching/learning process. Emphasize that evaluation must not be ignored until the end of a training program, evaluation occurs continually during the training.

Do the participants understand what the training is supposed to enable them to do? Do the participants understand the facilitator's presentation or demonstration? Should it be repeated? Remember, one person may learn visually while another learns kinesthetically (by doing or feeling).

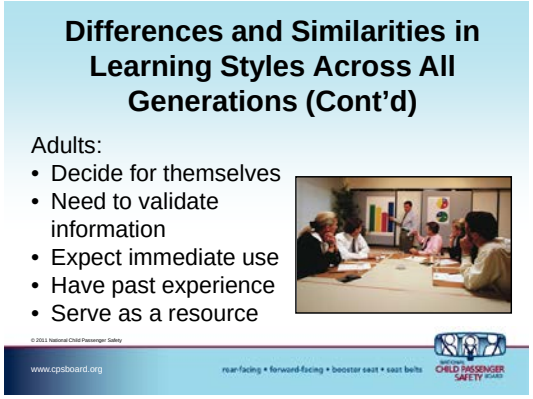
Ask participants how an instructor might evaluate a learner's performance during and immediately after a presentation. Responses could include looking at participants to see if they have a questioning look on their faces, asking them to demonstrate the skill, ask if you (the instructor) can repeat part of the lesson or demonstration, a brief Q/A on the information presented, etc.

Blank evaluations of CPST classes should be handed out and reviewed by all instructors so improvements can be made for the next class.



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

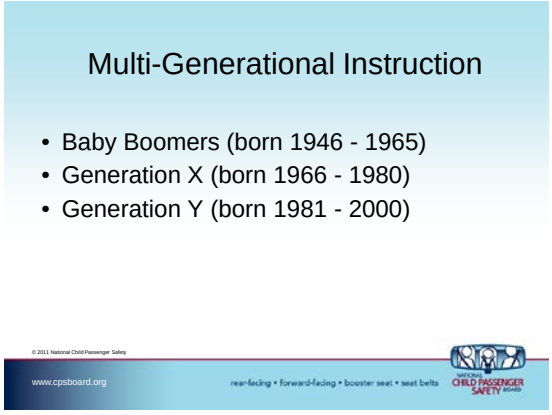


Adults:

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

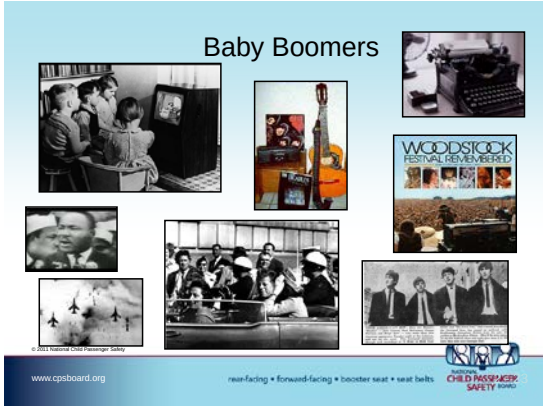
Instructor Note - Point out that "self directed" means they are willing to initiate their own learning efforts when they see the need to do so. Note that there are also "free agent" learners, who are aggressive in drawing on many sources to learn what they want to know, surfing the web, self directed on steroids. Emphasize that these characteristics are very general, and do not apply equally across all generations. In today's classrooms of adult learners, it's likely that multiple generations of learners will be in a classroom, each with their own characteristics and learning styles.

See Module 2 Appendix A (learning styles)

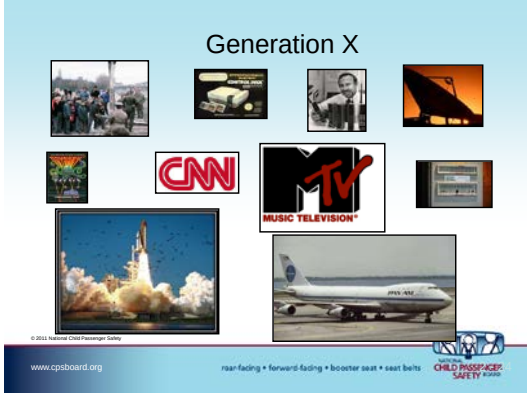


It is important to be sensitive to the Generational Category of your participants. Examples and anecdotes are more effective when directed at an audience that can relate to the examples given.

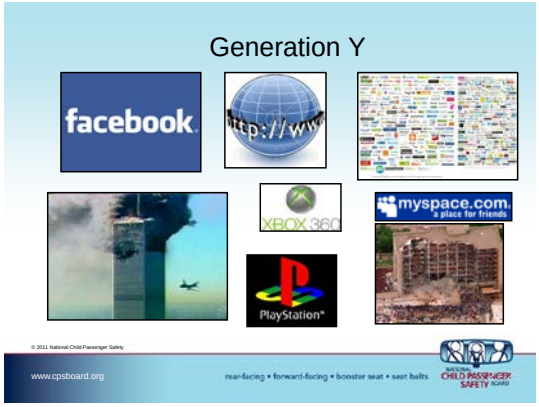
- Baby Boomers (born 1946 – 1965)
- Generation X (born 1966 – 1980)
- Generation Y (born 1981 – 2000)



- Baby Boomers (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).

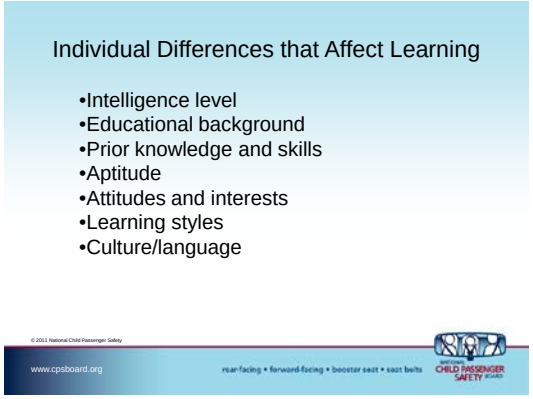


- Generation Y (born 1981 - 2000)
  - ✓ Have grown up with terrorism, enhanced by 24 hour cable news
  - ✓ Play organized sports in all seasons, participated in round the clock activities, very little unsupervised time alone
  - ✓ Social networks (MySpace, Facebook) are the way they communicate.

Instructor Note: Ask participants to give examples of defining events, learning environment and technology from their generation. While it is important not to stereotype the different generations, it is equally important to point out several difference to help provide an effective learning environment across all generations.

Point out Appendix A provides tips to provide an effective learning environment for each participant in a class, regardless of their generational learning style.

Instructor Note – We have discussed some characteristics that adult learners across the generations have, but we should also be aware that each person in the classroom is an individual. Those individuals are all unique and vary in the amount of education, intelligence, aptitude, and in the learning style they prefer. Their attitudes vary, their interests vary. Their likes and dislikes also vary. As Instructors, and we're talking about you as well as ourselves (course instructors), we must recognize and acknowledge these differences, and incorporate methods that will enable each of our participants to learn.



- 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.

Instructor Note - As trainer's we can and should emphasize the importance of the training we provide.

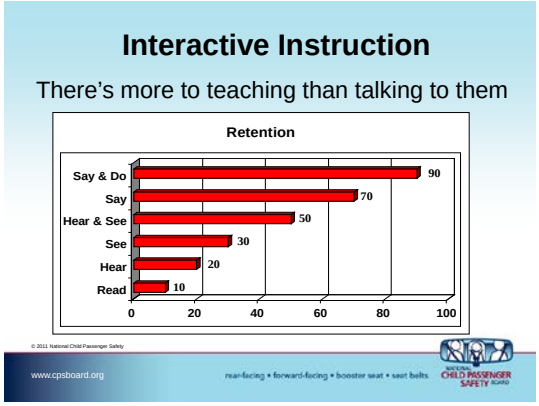
WIIFM - What's In It For Me?
MMFGAM - Make Me Feel Good About Myself

- 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.

Instructor Note – Ask a debate type question and facilitate through responses, i.e. "What is the most powerful countermeasure to use in an Occupant Protection program?"

1. **Enforcement**
2. **Legislation**
3. **Communications**
4. **Partnerships**

- 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.

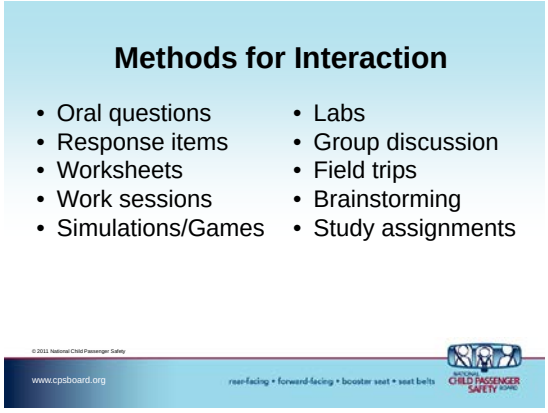


Interactive instruction is a type of instruction that allows a participant to make active responses to instructor's information. It provides for active participant involvement in the learning process.

Instructor Note - When used properly, interactive instruction lets the instructor know how well each participant is progressing. It allows the instructor to continually evaluate the effectiveness of the instruction, and when the participants have mastered the objectives.

- 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

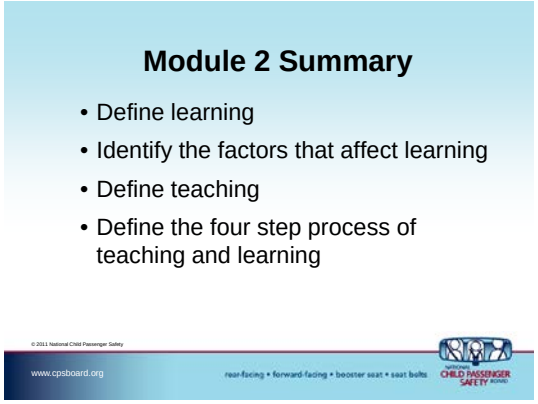
Instructor Note - Remind participants that teaching is a "push" strategy, whereas learning is a "pull" strategy. When you lecture, you can talk over the participants' heads and they can decide not to "pull" the information into their consciousness. Interactive instruction, getting and maintaining a participant's active participation in the learning, greatly enhances the likelihood of success.

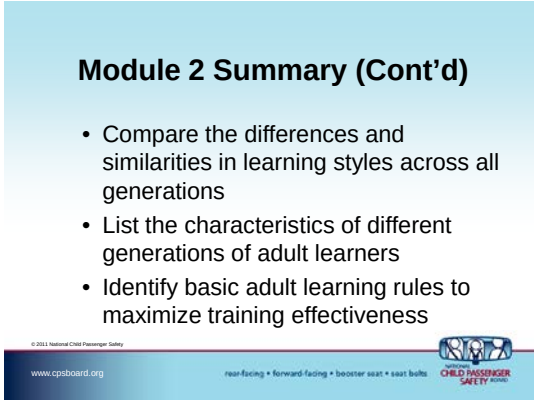


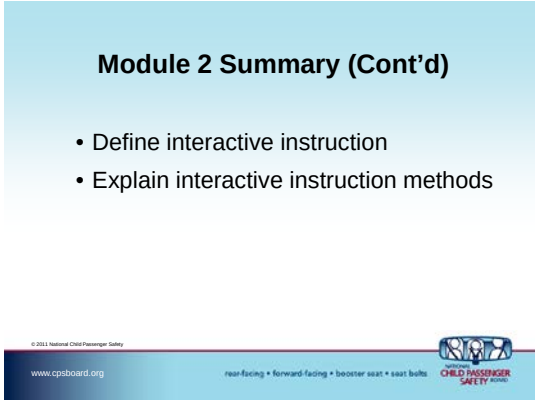
- Oral questions
- Response items (multiple choice often used with response pads, etc.)
- Worksheets
- Work sessions revolving around solving a problem or going through group process
- Simulations/Games
- Labs
- Group discussion (large or small)
- Field trips
- Brainstorming
- Study assignments

Instructor Note - Ask participants to provide examples of interactive instruction techniques. Briefly discuss pros/cons of several of the key methods. Discuss methods to make sure that interactive instruction does not get out of hand, i.e., too loud, too long, off track of assignment, etc.

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







Instructor Note - Review the objectives and discuss. Ask the participants - What new information did you hear in this section that you didn't know before? Make sure that all learning objectives are identified. If they are not, remind participants of those not identified.

Instructor Note - Ask participants if there is anything you can clarify.

APPENDIX

Generational Characteristics* and their Relationship to Learning Preferences

Baby Boomers (b. 1946-1965)	Generation X (b. 1966-1980)	Generation Y (b. 1981-2000)
✓May use technology as the means, not the end ✓Very Competitive ✓Insist on fairness ✓Sensitive to criticism and how the look to their peers ✓Believe experience is more important than education ✓Desire quality ✓Workaholic--at work and in the classroom ✓Willing to put in extra effort to achieve success ✓Question authority, turned off by authority figures ✓Want to interact with others, but refer stable, orderly, risk-free learning environment ✓View themselves as forever young ✓See training as a benefit or perk	✓Want to use technology when possible ✓Adapt to change, comfortable with and seek out new approaches ✓Self-reliant, risk takers ✓Prefer independent, self-directed learning ✓Like to learn by doing ✓Enjoy less-authoritative teachers ✓Enjoy irreverent humor that pokes fun at societal ills ✓Want control over schedule ✓Resist workaholic approach to training ✓See training and development as career security and a plus for the job market	✓Expect technology to be used in learning ✓Multitaskers ✓Want clear expectations and instructions; efficient learning paths ✓Want to be entertained and learn at the same time ✓Prefer fast-moving, interactive activities with much feedback from facilitators, trainers ✓Impatient with "wasted" time, schedule changes, variance from the agenda ✓Prefer group diversity ✓Prefer collaborative classrooms and peer-to-peer interaction, less comfortable working independently ✓Peer opinion is important ✓See training as a means to an end--economic gain.

*The start and end dates of the generations identified are subjective and not fully agreed upon time spans. The variation between sources, however, does not significantly affect the characteristics listed. It is also important not to stereotype generations based on the information provided. It is intended solely as a guide to aid those who teach multi-generational courses.

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

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.

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)

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!
- ☐ 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!
- ☐ I'm confident with my new skills
- ☐ **Move Over -**I can teach this class!

Appendix B
Skill Survey

MODULE 3: SPEAKING EFFECTIVELY

Terminal Learning Objective

At the completion of this module, participants will be able to explain public speaking techniques and effectively apply public speaking techniques.

Enabling Learning Objectives

1. List the four components of public speaking.
2. State how positive or negative components affect the audience's reception to a presentation.
3. Prepare and deliver effective speaking presentation.

Estimated Completion Time

30 Minutes

Resources Required

- ID instructor guide
- ID participant guide
- PowerPoint slide set
- Flipcharts/Markers

Equipment

The following additional equipment is required for this module:

- A computer with PowerPoint software
- A computer projector and screen

Notes

A suggested time plan for this module is as follows:

Module objectives and overview .....2 minutes
Four components of public speaking.....6 minutes
3 minute individual presentation.....50 minutes
Summary.....2 minutes

Total Time: .....60 minutes

NATIONAL CHILD PASSENGER SAFETY BOARD

Module 3: Speaking Effectively

www.cpsboard.org rear-facing • forward-facing • booster seat • seat belts

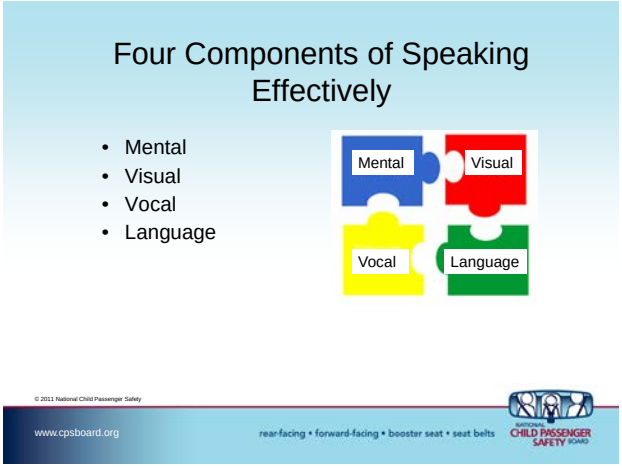
Module 3 Objectives

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

© 2011 National Child Passenger Safety

www.cpsboard.org rear-facing • forward-facing • booster seat • seat belts

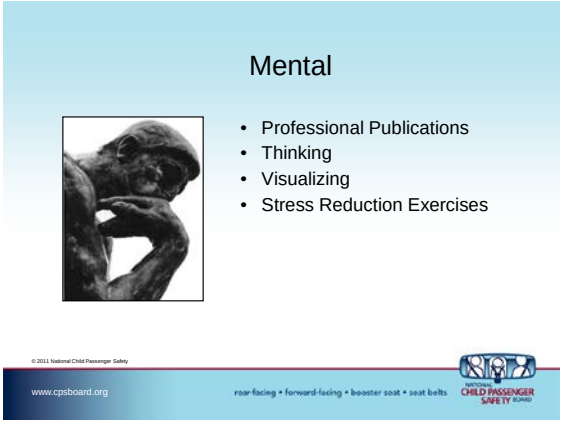


- Mental
- Visual
- Vocal
- Language

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.

Instructor Note - There are four components to minimizing performance anxiety. These items are mental, visual, vocal and language. We will be discussing these individually and introducing several sub items that will help to minimize anxiety within each component.



- 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.

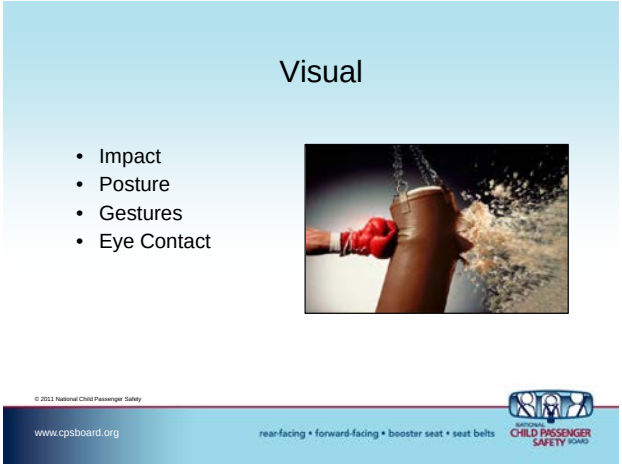
Instructor Note - Remind the students that when they are asked to present their content, it should incorporate their individual experience, expertise, and insight.

- Visualizing

Instructor Note - Suggest that the participants visualize their presentations being successful. Participants should review their presentation in their mind. This serves as a good exercise as well as helps to focus on the content that is expected to be delivered.

- Stress reduction exercise.

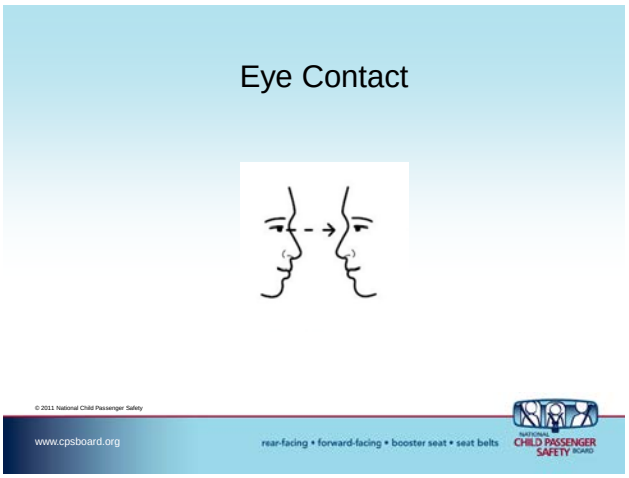
Instructor Note - Explain and demonstrate deep breathing exercise, wrist shaking etc. Ask the participant for examples of what may have worked for them in the past. Taking a brief walk can help prepare. Don’t try to get rid of the butterflies, teach them to fly in formation.

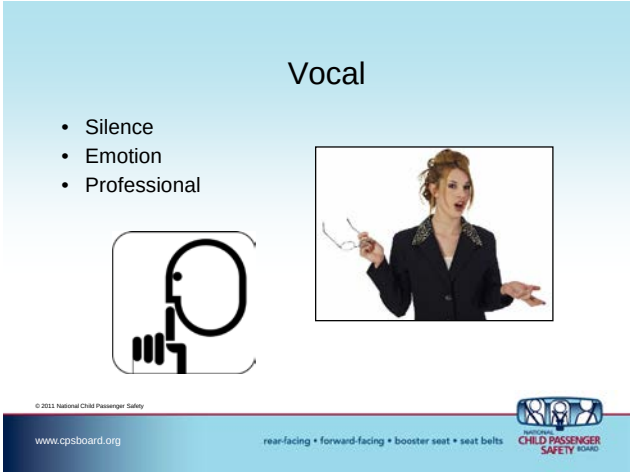


- Impact - Studies have concluded that 55 percent of our credibility comes from our visual characteristics, 7 percent is reported with the audience from what we actually say and 38 percent from our vocal qualities. When appearing before audiences make sure your appearance matches their expectations. Clothing should not collapse your credibility.

Instructor Note - Ask the students for examples of poor clothing and/or accessories. Remember a trend in society may not be appropriate for the classroom setting.

- 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.

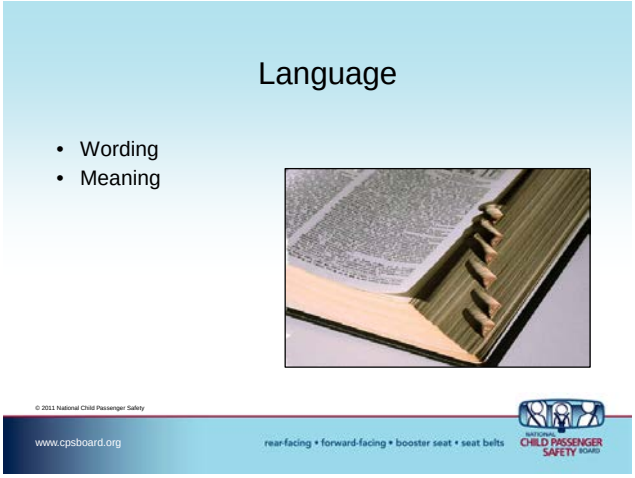

Eye Contact
© 2011 National Child Passenger Safety
www.cpsboard.org
rear-facing • forward-facing • booster seat • seat belts
NATIONAL CHILD PASSENGER SAFETY BOARD



Instructor Note - Our voices serve as a vocal instrument every time we speak. If we choose to improve, we can. The intent is to impact the listener with not only what we say, but how we say it. One of the best methods of checking yourself for clarity is to record yourself and listen to the play back. Listen for volume, clarity, tone, inflection, speed, and empty vocal fillers such as "ums", "uh" "and" and "you knows".

- 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.

Instructor Note - Remind the participants or direct their attention to the class resources may be found on television, in public libraries, with professional groups (Toastmasters) and through continuing educations classes or professional development programs such as this course.

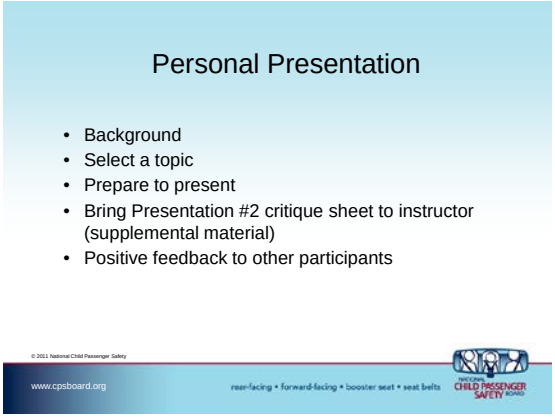


Instructor Note - The last component to discuss is language. While the visual and vocal material we present to our audience enhances our credibility, it is the ideas inside the package we want them to hear. Our language should paint a picture that helps us communicate our ideas, thoughts, prepared statements or curriculum effectively.

- 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.

Instructor Note - Say the words out loud because by speaking it loud, your mouth gets used to saying the words and as a result, you are less likely to tumble over what you are saying because our body has a physical memory

- 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.

Instructor Note - The purpose of the presentation is to be more natural and animated in front of an audience. You are encouraged to move freely and to use natural gestures when speaking and illustrating points.

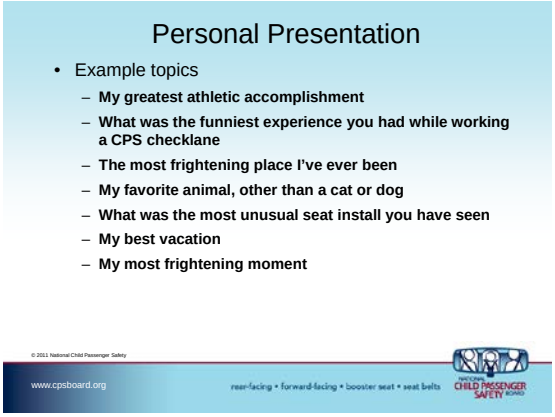
One of the course instructors should “model” a presentation. Make sure to stop at 3 minutes instead of going over on your time. Remember, you’re the model.

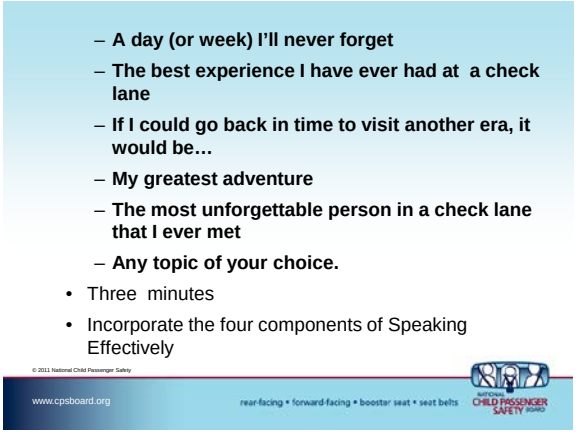
Sample Topics for Personal Presentation.

My greatest athletic accomplishment
What was the funniest experience you had while working a CPS check lane
The most frightening place I've ever been
My favorite animal, other than a cat or dog
What was the most unusual seat install you have seen
My best vacation
My most frightening moment
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
Any topic of your choice.

Allow participants time to prepare for their presentation.

Encourage them to use Appendix A, Becoming More Natural, to help them organize their thoughts as they 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 - **<u>this presentation should be kept brief (3 minutes).</u>** 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.

Instructor Note - remind participations to incorporate the four components of public speaking discussed earlier in the module; mental, visual, vocal and language.

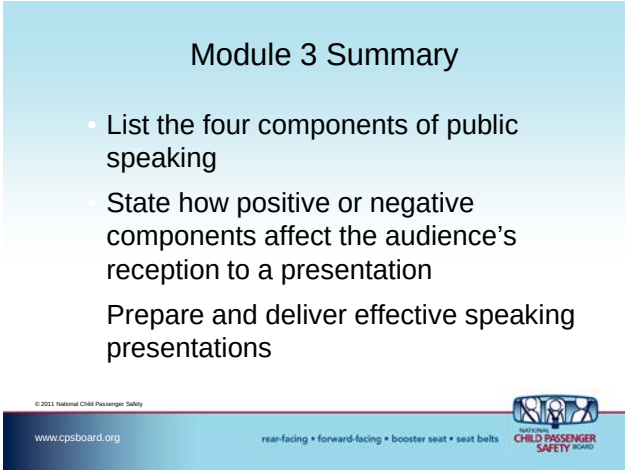
Two instructors should facilitate the second presentations. The lead instructor will call on participants to deliver their presentation. If taping, another instructor or class participant will video each presentation on the individual jump drives provided by the participants.

After each presentation, initiate a round of applause. Thank participants for their presentation. Solicit feedback from the audience about what they liked about the presentation. Have participants record on critique form the positive feedback only.

Appendix B – Critique form. This document provides information on what to look for as you critique individual presentations.

Appendix C – There are enough forms for a class of 12 individuals. If the course has more than 12 individuals you will need to copy additional sheets. Once individuals have completed the critique form they are handed to the individual presenter for their review.

After obtaining positive comments concerning areas of improvement, briefly discuss this (without offending the participant). Reiterate that the participant did a good job and then go on to the next presentation. Continue the process until all course participants have given a presentation.



Instructor Note – Show slide and review.

Give all the students a final round of applause. Let them know that standing in front of a group is uncomfortable, but assure them that their comfort level will increase with each presentation.
Ask students about CPS Course evaluations. Who reviews them?? All instructors should review.

Instructor Note - Optional: if time permits- Review Appendix D. This is good document to use when mentoring Instructor Candidates or new Instructors. Allow five minutes for review and five minutes for discussion.

Be certain to initiate a final round of applause for the entire group

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.

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.)

MODULE 4: QUESTIONING TECHNIQUES

Terminal Learning Objective

At the end of the module, students will be able to successfully utilize a variety of questioning and facilitation techniques to enhance the learning environment.

Enabling Learning Objectives

1. State the purpose of questions in the classroom
2. List seven types of questions used and describe their advantages and disadvantages.
3. Identify the characteristics of effective questions.
4. Distinguish the methods of asking questions and describe when to use each.
5. Discuss methods to handle student responses to questions.
6. Describe methods to successfully respond to students' questions.

Estimated Completion Time

30 minutes

Resources Required

- ID Instructor guide
- ID Participant guide
- PowerPoint slideset
- Flipcharts/Markers
- Candy

Equipment

The following additional equipment is required for this module:

- A computer with PowerPoint software
- A computer projector and screen

Notes

A suggested time plan for this module is as follows:

Module objectives ..... 2 minutes
Effective questioning techniques ..... 5 minutes
Types of questions ..... 5 minutes
Three methods to ask a question ..... 5 minutes
Handling participant responses 10minutes
Techniques for answering questions ..... 2 minutes
Summary ..... minute

Total Time ..... 30 Minutes

NATIONAL CHILD PASSENGER SAFETY BOARD

Questioning and Facilitation Techniques

www.cpsboard.org rear-facing • forward-facing • booster seat • seat belts

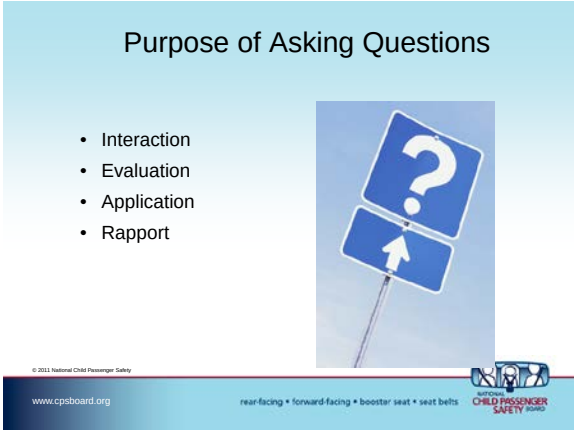
Module 4 Objectives

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

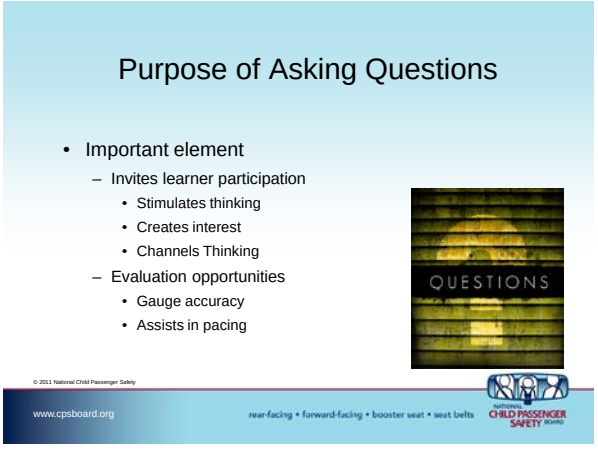
- State the purpose of questions in the classroom
- List seven types of questions used and describe their advantages and disadvantages
- Identify the characteristics of effective questions

© 2011 National Child Passenger Safety

www.cpsboard.org rear-facing • forward-facing • booster seat • seat belts NATIONAL CHILD PASSENGER SAFETY BOARD

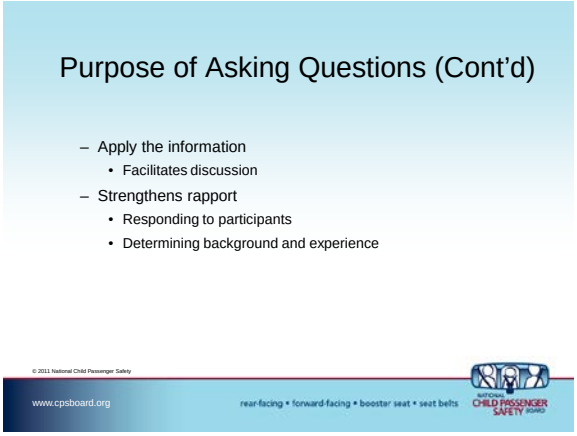


- Interaction
- Evaluation
- Application
- Rapport

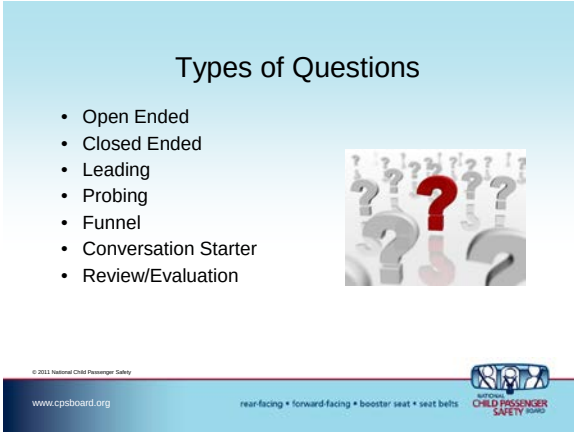


- Questions are an important element in every presentation or training event.
  - ✓ Invites learner participation and involvement in the training process
    - Stimulates thinking and participation from participants
    - Creates an interest and curiosity in subject matter
    - Channels thinking and 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

Instructor Note – Ask participants "Is there anything I can clarify?" If there is something, go ahead and review and clarify content at hand. If not, explain to participants that this is a great question with which to end or review a subject or module. By asking "is there anything that I can clarify?" instead of "Any questions?" the onus is put on you as the instructor for not fully delivering the content. Rarely will participants answer "Any questions" because they do not want to look like they did not understand a portion of the content in front of their peers.



- ✓ 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.

Instructor Note - Example: "How would you handle a disruptive student?

- Closed ended – question meant to yield single response.

Instructor Note - Example: "Who are you with?"

- Leading – steer participant to your way of thinking

Instructor Note - Example: "Aren't checkpoints the most effective way to increase arrests for impaired driving?"

- Probing – asking participants for an example to get added information for clarification

Instructor Note - Example: "Can you be more specific?"

- Funnel – start with a general question, following it up with more detailed and specific questions

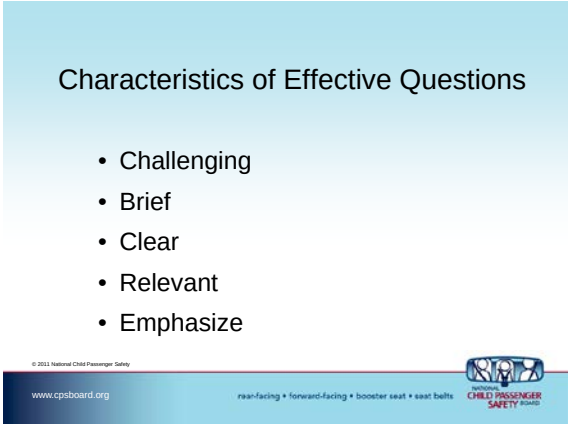
Instructor Note – On funnel questions, start with closed ended questions. Use a detective questioning example: "Where were you on Friday night?" "When did you arrive?" "When did you leave?" "Who was with you?"

- Conversation starter – a question that brings to the desktop of their brains the topic you want to address

Instructor Note – Example: "Which countermeasure in your OP program is most important?"

- Review/evaluation – a check for the learning status "taking the temperature of the class on a specific topic".

Instructor Note – Example: "Can you give me an example of a probing question?"



- 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.

Instructor Note – Ask participants "Why is it important that questions be brief and concise?"

Possible answers:

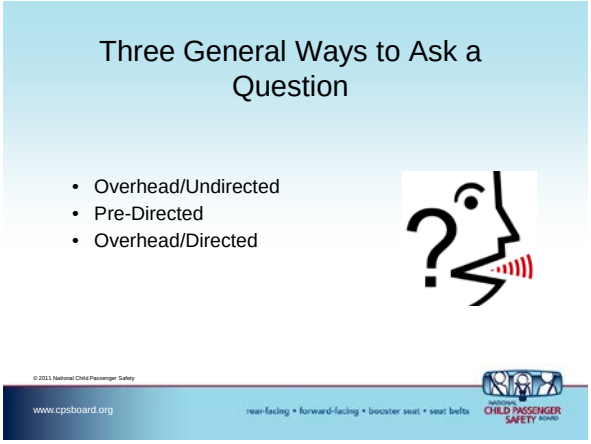
- **To avoid confusing the participant**
- **So the main teaching points will be emphasized (not buried in rhetoric)**
- **To eliminate boredom with material**

- Clear – questions should be clear enough for the participants to understand

Instructor Note - It is it important to use common terms when asking questions. Questions should be worded according to the prior knowledge level of the participants.

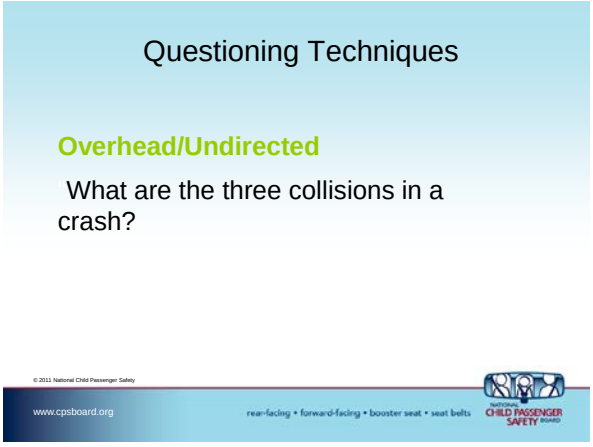
- Relevant – of course questions should be relevant to the points you are making and should be placed at significant times within the presentation to stress these key points.
- Emphasize major points – the major points (objectives) can be asked in a questioning format to reemphasize their importance.

Instructor Note - Example: (The section below explains three general ways to ask a question. The objective is to explain three general ways to ask a question. In order to emphasize this key point in the module, the instructor could teach the section and then ask a student, "What are the three general ways to ask a question, Henry?" Or the instructor could say, "One of the ways the instructor asks a question is called Overhead-Undirected. What is the definition of an overhead-undirected question?"



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

Instructor Note - There are generally 3 ways in which an instructor can ask a question.



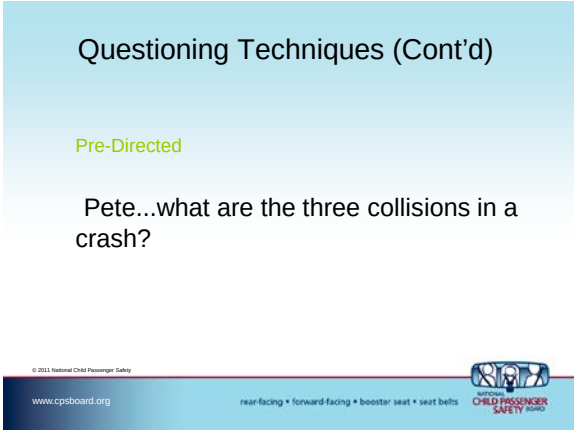
- This type of question is “tossed out” to the entire class: that is why it is called Overhead.
- It is not directed to any particular student: that is why it is called Undirected.
- No one is forced to answer the question.
- Any student who wants to try to answer the question is free to do so.
- However 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.

However, because students don’t have to answer the question if they don’t want to, students who are shy or less self-confident tend not to become engaged when this type of question is used.

- For the majority of your students, the questions will not provoke active involvement in the learning process.

Instructor Note - In theory, because no student is singled out to answer this kind of question, all students are free to think about the question, and so all students become actively involved in trying to apply what they have learned in order to give the correct response.

- 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.



Pre-Directed question is the second way to pose the question.

- One specific student is singled out to answer the question.

Instructor Note - PICK OUT a student (e.g., Carol) and pose the following question verbatim: "Carol..... (pause to get her attention)... What would be an example of a pre-directed question?" (This is an example of a pre-directed 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.

Instructor Note - Point out that the instructor needs to have the student's full attention before asking this type of question; Many students will experience a momentary "shock" after hearing their name called, and they may need a second or two to compose themselves before they are ready to hear the question and to respond. It can also be a way to direct their attention if its' wandering, which is why the pause is necessary before asking the question.

- The biggest disadvantage of the Pre-directed question is that only one student is required to think about the question.

Instructor Note - Ask participants to suggest other disadvantages of the Pre-Directed type of question.

- When the student's name is called, all other students relax. The rest of the students are passive bystanders rather than active participants.

Instructor Note - even though this type of questioning can be very effective, it should not be relied upon as the primary form of questioning used in the classroom.

- 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.

Instructor Note - There are certain situations where the PRE-DIRECTED question is the best type to use.

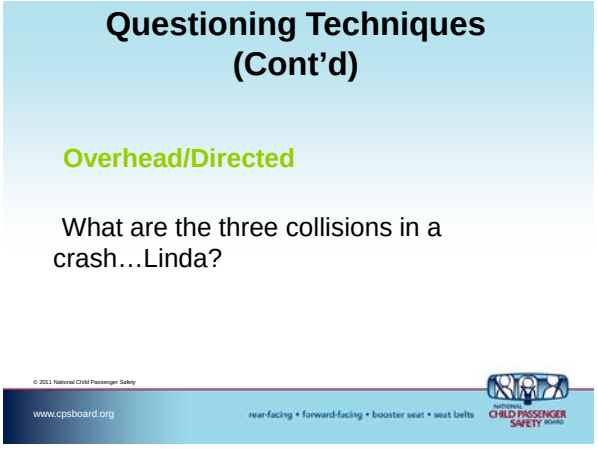
Solicit participants to provide their own thoughts as to when this method would be useful.

- 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.

Instructor Note - Ask participants, "How could pre-directed questions be used for classroom management?"

Possible Answers:

Can be used to redirect the attention of a participant who is distracted.
Can be used to draw in the participant who is hesitant to actively participate.



Instructor Note - emphasize that, when using overhead/directed questions, the instructor does not select only those students who raise their hands: any student in the class is "fair game."

- 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.

Instructor Note - When a student answers a question incorrectly, it is very important that the instructor not react with impatience, disgust or dissatisfaction; otherwise, the student will be embarrassed and hesitate to respond to future questions. Point out that hints for handling participant responses to questions will be covered later in this module.

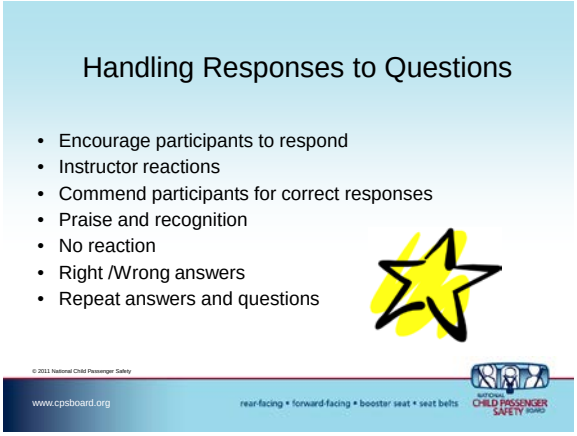
With the overhead/undirected question, the student who answers is someone who volunteered to answer; usually, the volunteer is someone who knows the answer.

With pre-directed question, you often select the particular student because you know that he or she has some special expertise that should ensure the ability to answer correctly.

If you have been asking a series of overhead/undirected questions, the more aggressive students in the class may be in the habit of simply blurting out the answers. These students may continue to try to answer before you can name the participant you want to respond.

- Procedural problems may develop when you switch to overhead/ directed questions.

Instructor Note - As noted earlier, with the overhead/directed question, you select participants randomly; consequently, some of them may not know the answer, or may be shy and give an incomplete response.



- Encourage participants to respond - as the instructor, you need to do everything possible to encourage students to respond to questions.

Instructor Note – When students are eager to respond, they become more active participants when a question is asked. There are several methods to help them. One way is to rephrase the questions. Give participants sufficient time to think about their response and frame it. When students are reluctant to respond, learning efficiency decreases.

- 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.

Instructor Note - Ideally we want to make the student glad that he or she responded to the question, even if that response was wrong.

- Commend participants for correct responses - when a student gives a correct response, we always want to commend the student for a job well done.

Instructor Note - Pose this question to the class: "How should the instructor react when a student gives a correct response to a question?"

- Praise and recognition - everyone likes to be praised for doing something right.

Instructor Note - When a student answers correctly, remember to react with positive reinforcement. No one likes to do a good job and have it pass without recognition.

- 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.

Instructor Note - This "no reaction" point can be illustrated in the classroom by selecting a student and asking the following pre-directed question: "Joe, what role does questioning play in the teaching-learning process?"

When the student answers, do not react at all to the answer. Simply pause two or three seconds, then select another student and ask him or her what role 'questioning' plays in the teaching-learning process.

After that student responds, turn back to the first student and ask them how they felt after responding and receiving no feedback. They are likely to say "not very good."

Analogy: Have you ever extended your hand for a handshake and had the person you offered it to not respond? If that's happened to you, you probably felt rejected or even insulted by the response. The same principle applies in the classroom.

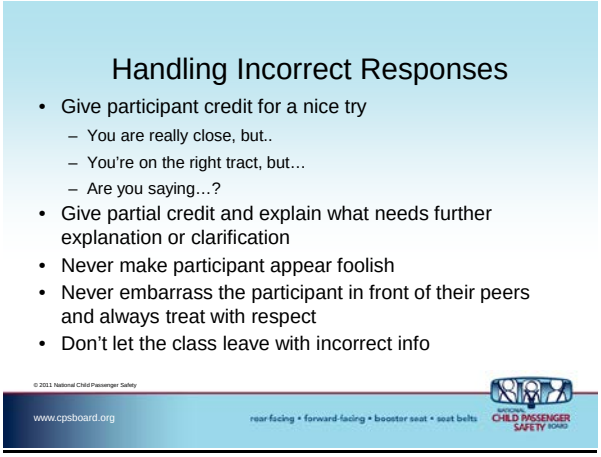
- Right/Wrong answers - in addition, if you don't react at all to a student's answer, the class won't know if the answer was right or wrong.

Instructor Note - Point out that no response or a blank expression by the instructor will often confuse, annoy, or even anger the students. They will probably start asking each other if the answer was correct or incorrect. They most certainly will lose interest quickly with this type of feedback.

Note: This is one sure way for the instructor to "lose" the attention and the respect of class participants.

Turn once again to the student you first called upon and repeat the question, "What role does 'Questioning' play in the teaching-learning process?" When that student responds correctly, shout "That is absolutely correct!" and give them two pieces of candy to illustrate your point.

- Repeat answers and questions



Instructor Note - Just remember, instructors should be able to react to an incorrect response without belittling or embarrassing the student.

Ask participants: "Have you ever been put down for the wrong answer? How did it make you feel?"

The whole idea of being a good instructor is to motivate the student to enjoy and respond to the learning process. If you act frustrated or angry when they give an incorrect response, you are defeating the whole intent of the training experience.

- 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.

Instructor Note - Through positive reinforcement and respect for the student's ideas, opinions, and feelings, you can maintain a healthy motivational environment in the classroom.

Solicit ideas from the students on ways to handle "incorrect" responses.

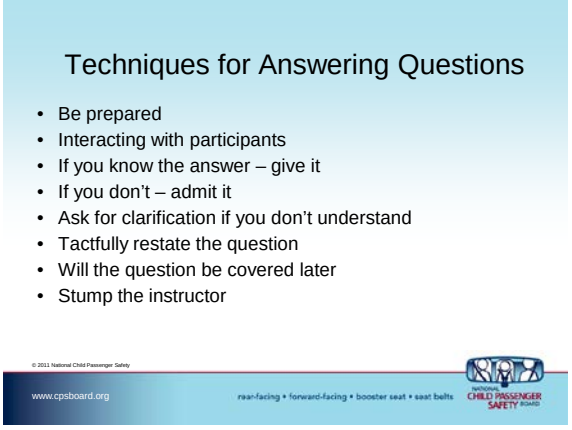
- You may be able to give the student partial credit for the part he or she got right, and explain to the other students which part was correct and which needs further explanation or clarification.

Instructor Note - Interacting with participants (through question and answer sessions) is one of the most enjoyable activities an instructor can do. Don't be afraid to get your participants involved in asking questions.

- As an Instructor, never make the student appear foolish.

Instructor model: Arrange ahead of time with a participant to answer a question wrong and then demonstrate to the class how to deal with an incorrect response.

- 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.



Instructor Note - Accept the question as a contribution to the course even if it's off the topic.

- 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.

Instructor Note - Ask participants to provide their own ideas about fielding questions. Discuss.

- 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.

Instructor Note - In preparing a presentation, be cognizant of the questions the group may ask. Plan for these questions specifically, and prepare succinct responses.

- 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.

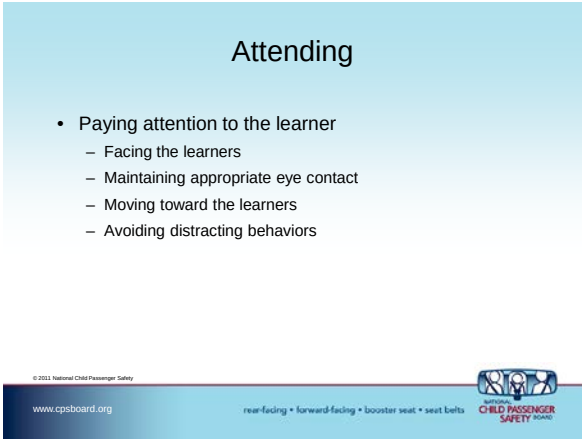
Instructor Note - Be certain to remind participants that in their individual presentations they will be expected to ask questions using the three general techniques presented in this module.

Answering, as well as asking questions, requires practice.

- 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----."

Instructor Note – Don't let a stump the instructor question interrupt your flow of instruction or the rapport you have with the participants.

Instructor Note – As a wrap up for this segment of the module, ask participants: "What new information did you hear that you weren't aware of before?" Make sure all learning objectives were identified. If they were not, remind participants of those not identified.



- 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.

Instructor Note - The first skill we will discuss is attending. Attending means paying attention to the learners, letting them know through eye contact or body language that you are focused on them, not on yourself, your notes, your watch or the overhead projector, but solely on them.

✓ Four examples of attending behaviors are:

Instructor Note - Model this behavior by standing near participants, using eye contact, smiling, acknowledging questions, etc.

- Facing the learners
- Maintaining appropriate eye contact

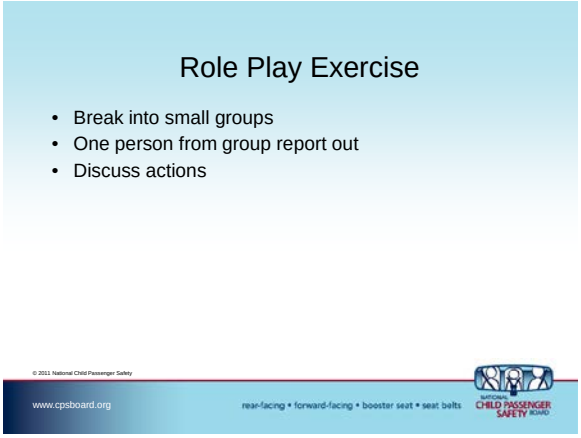
Instructor Note - While eye contact is good, avoid keeping eye contact too long.

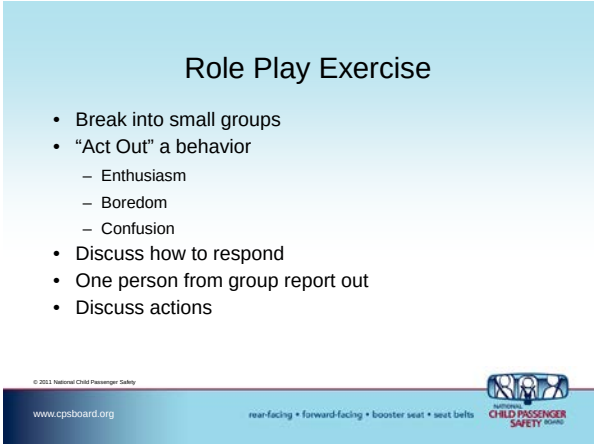
- Moving toward the learners

Instructor Note - Be sure, however, that you do not invade someone's personal space. If you are attending appropriately, you will easily be able to tell if you've gotten too close.

- Avoiding distracting behaviors

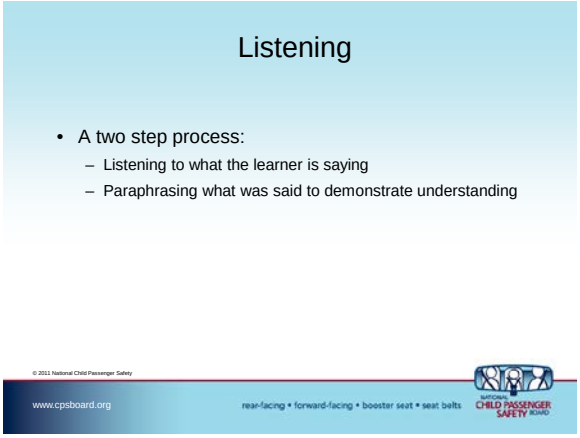
Instructor Note – You are considered a professional until you act otherwise.





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

Role Play Exercise. In small groups, Discuss group questions and how to respond. Have a spokesperson from each group report out responses. Make sure that participants discuss actions that can be taken depending on whether one learner or several learners display each of the behaviors.



- Listening – involves two key steps

Instructor Note - Listening is an extremely important skill for instructors that some people overlook. You must be an "active" listener--avoid distractions (e.g., your notes, the PPT, the voice in your head, etc.), and focus on the questioner, to make sure that you understand what is being asked. Don't walk away from questioner while they are speaking & don't read ahead in manual while they are asking the question.

✓ Step one - Listening to what the learner is saying

Instructor Note - As you listen to the words being expressed; try to grasp both the content and the underlying meaning of the words from the learner's perspective. While this may sound simple, you will find that the major road-blocks to listening to the learner's words are distractions that complete with good listening habits.

- Internal distractions compete with the learner for the trainer's attention.

Instructor Note - Internal distractions compete with the learner for your attention. Sometimes internal distractions are related to what the learner is saying; sometimes they are mental excursions to unrelated topics.

Ask: "What is an example of an internal distraction?"

Answers might include:
"I'm hungry!,"
"We're running late!"
"Why is (s)he asking this now?"
"Who is this kid to question me?"
"Will (s)he ever get to the point?"

Internal distractions, your personal thoughts, may be difficult to overcome, but you must stay focused and listen to the questioner, which takes a lot of practice.

Note that it has been said that we have two ears and one mouth for a reason.

What is an example of an external distraction?

Answers might include: "loud air-conditioning system," or "noise attributed to other students."

- External distractions are things that happen in the learning environment that compete with your attention on the learner.
  - Sights
  - Sounds
  - Movement

Instructor Note - external distractions are things that happen in the learning environment that compete with the learner for your attention. They can consist of visual stimuli, annoying sounds, or excessive movement in the learning environment. Exclude them, or at the least, defer giving attention to them, until the learner has finished speaking.

Once you have focused on the learner's message, you can then proceed to the next step... demonstrating your understanding of what the learner said.

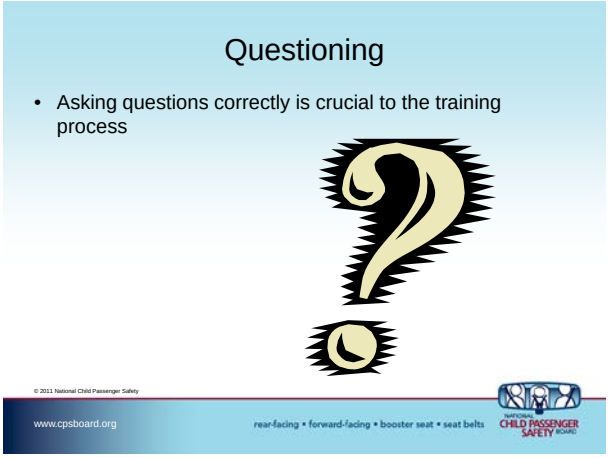
- ✓ Step two - Paraphrasing what was said to demonstrate understanding

Instructor Note - Paraphrasing to demonstrate understanding requires you to verbally interact with the learner. The interaction is to either get additional information to fill in understanding gaps, or to verify with the learner what you think was said.

Use phrases such as, "you're saying...," or "if I understand you correctly, you're saying..." before paraphrasing what the learner said. If you then paraphrase the information accurately, the learner can confirm that you understand it. Or if you paraphrase inaccurately or miss important details, the learner can add the information needed to make you understand.

Putting the facilitation skills of attending, observing, and listening together, the instructor is better able to "read" the class and make the best us of questioning skills at the beginning of this module.

Quote: "My wife says I don't listen to her well"….as least I think that is what she said.



- Questioning – Using all facilitation skills prepares the instructor to ask the right question at the right time, enhancing the learning.

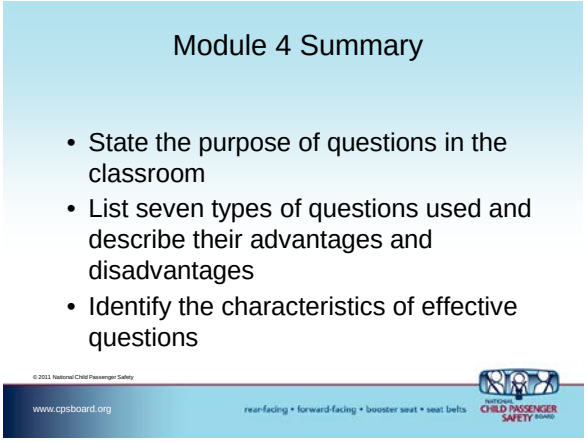
Instructor Note – Remind participants that teaching is a push strategy, while learning is a pull strategy. Through proper facilitation, in particularly, questioning skills, participants will be pulled into the learning process.

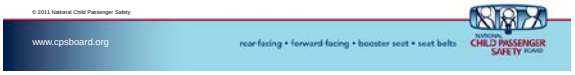
- Questions and their answers require that the instructor
  - ✓ Be thoroughly familiar with the subject matter
  - ✓ Anticipate questions based on the difficulty of information being presented
  - ✓ Use facilitation skills to look for opportunities to ask a question
  - ✓ Use the right type of question at the right time to enhance learning

Instructor Note - Recognize that much has been covered in this module, but much of what has been discussed includes concepts that most of us know and use in our day-to-day work life. To apply these skills to the classroom, we've been adding names, defining, and putting the concepts into an instructional context to enhance classroom learning.

Ask students to recall what has been covered in this module, and identify one new key element that they plan to use in their teaching. List the key objectives on a flipchart. If they do not identify all objectives, be sure to include them on the flip chart listing.

Appendix A – Advantages of Asking Questions and Appendix B – The Art of Asking Questions provide additional information.





Instructor Note – Show slide and review the objectives.

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

Terminal Learning Objective

At the conclusion of this module participants will understand and be able to demonstrate effective team teaching.

Enabling Learning Objectives

1. Explain the advantages of team teaching.
2. Explain the disadvantages of team teaching.
3. Describe techniques for successful team teaching.
4. Demonstrate effective team teaching.

Estimated Completion Time

30 Minutes

Resources Required

- CPS ID instructor guide
- CPS ID participant guide
- PowerPoint slide set
- Flipcharts/Markers
- Music

Equipment

The following additional equipment is required for this module:

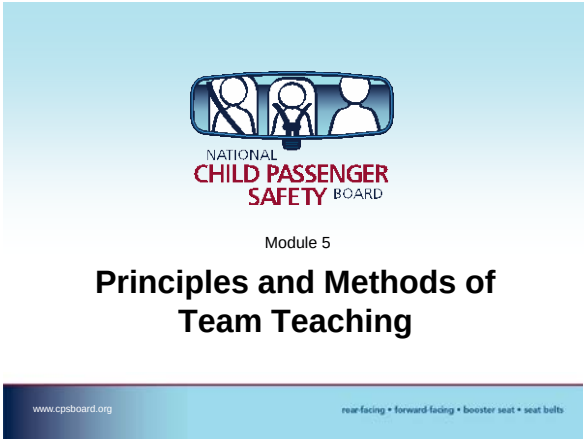
- Audio Source and Music

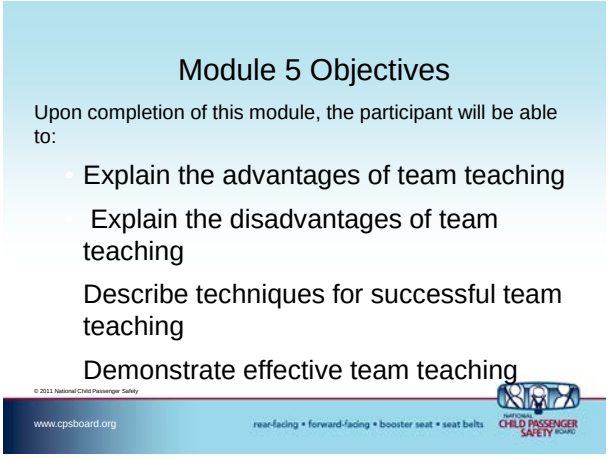
Notes

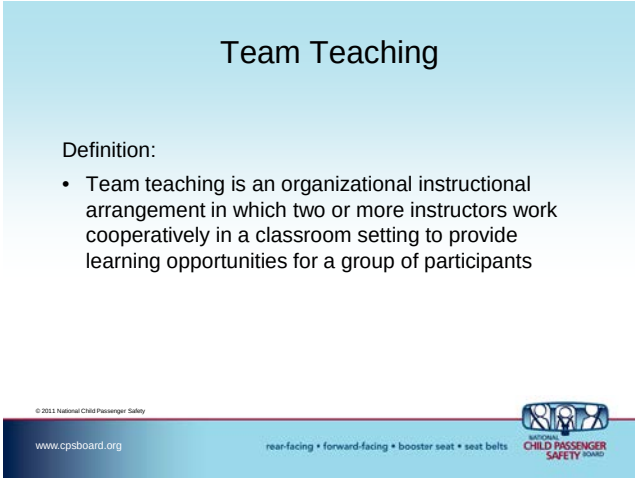
A suggested time plan for this module is as follows:

Module objectives and overview ..... 5 minutes
Definition of team teaching ..... 5 minutes
Advantages and Disadvantages of team teaching ..... 10 minutes
Instructor roles in team teaching ..... 5 minutes
Team teaching techniques ..... 5 minutes
Summary ..... 5 minutes

Total Time: ..... 30 minutes


NATIONAL
CHILD PASSENGER
SAFETY BOARD
Module 5
Principles and Methods of Team Teaching
www.cpsboard.org
rear-facing • forward-facing • booster seat • seat belts

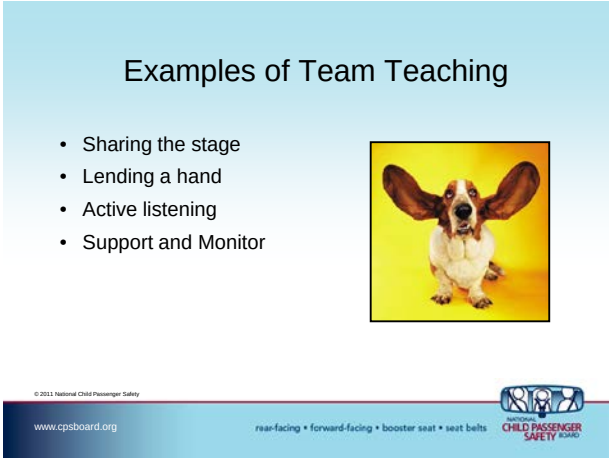

Module 5 Objectives
Upon completion of this module, the participant will be able to:
Explain the advantages of team teaching
Explain the disadvantages of team teaching
Describe techniques for successful team teaching
Demonstrate effective team teaching
© 2011 National Child Passenger Safety
www.cpsboard.org
rear-facing • forward-facing • booster seat • seat belts



- 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.

Instructor Note - you may need to explain what you mean by "team teaching". Explain to the participants that "team teaching" may take on varied forms, as identified in the next slide. Many of the modules in the Certification course rely on team teaching methods.

(The definition provided encompasses a variety of co-teaching models.)



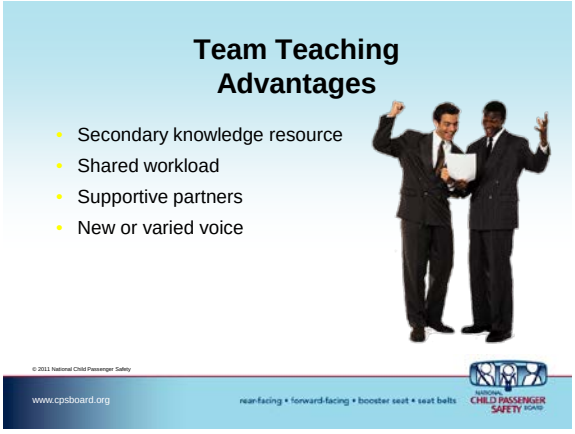
- Sharing the stage - the instructors stand at the front of the classroom sharing the instruction: one instructor presents the key points of the lesson while the other elaborates or provides examples.
- Lending a hand - both instructors stand at the front of the room, but one acts as a recorder writing 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.

Instructor Note - Remind participants that when we discuss "team teaching," we are referring to all the categories mentioned. Ask the questions: "Do any of you have "team teaching" experience? You'll probably get a show of hands of a few of the participants. After they have responded, randomly ask people with this experience to relate how it worked and if they were comfortable team teaching.

You may get the following responses (or more):

- **Another person to help answer questions.**
- **Shared workload and responsibility.**
- **Each of the instructors can teach the subjects they are most familiar with or have expertise in.**

Discussion session with participants - How does this relate to your work in CPS? How many times have you taken the opportunity to assist someone when it wasn't convenient or "your job"?



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

Instructor Note – Team teachers support each other with their presence. This would be a good time or relay a brief personal experience you have had concerning the benefits of having another instructor helping you teach.

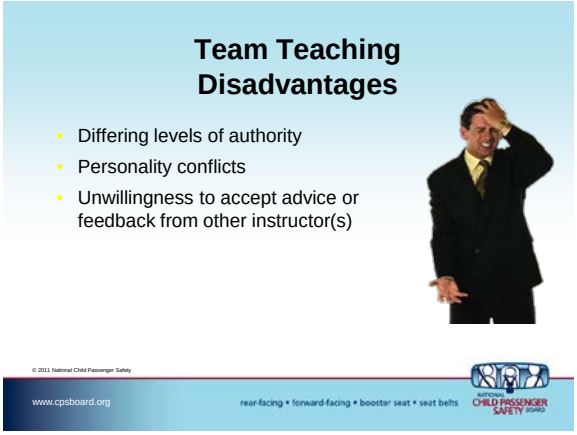
We may recognize immediately the benefits the instructor receives from the team teaching. In the Certification course there is a recommended 1:5 ratio, with 1

instructor for every 5 students. But how about the participants, do they benefit from having multiple instructors in one class?

Ask participants "How do participants benefit from having more than one instructor in the CPS course?"

You may receive numerous comments, such as: Students have the advantage of working with instructors who have different talents, knowledge, skills, teaching styles, communication styles, and tolerance levels. Students can get individual help when they need it since there are more instructors in the classroom to answer questions, etc. Can alleviate boredom with one instructor. Keeps the participants attention.
You may get the following responses (or more):

- **Another person to help answer questions.**
- **Shared workload and responsibility.**
- **Each of the instructors can teach the subjects they are most familiar with or have expertise in.**



Instructor Note – We've just discussed the advantages of team teaching; however, we need to realize there may also be some disadvantages.

- 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.

Instructor Note - Knowledge in subject matter may vary--making it appear as if one instructor is an expert and the other is a novice. This may cause resentment or hurt feelings on the part of the less experienced instructor. The lead instructor

for the Certification course should make sure each instructor is a valuable part of the team and utilize their teaching strengths when setting the agenda.

- Personality conflicts - there may be instances when you're asked to instruct with someone you don't particularly like.

Instructor Note - the fact is this: even obnoxious people can be terrific instructors. Practice tolerance for the sake of the participants and the other members of the instructional team.

Some instructors may not use the allocated time to cover their material, leaving too much or not enough time for the other instructors. The Certification course is very time sensitive. Sticking to the agenda is one of the keys to a successful course. Too much lecture does not leave enough time for the hands on session.

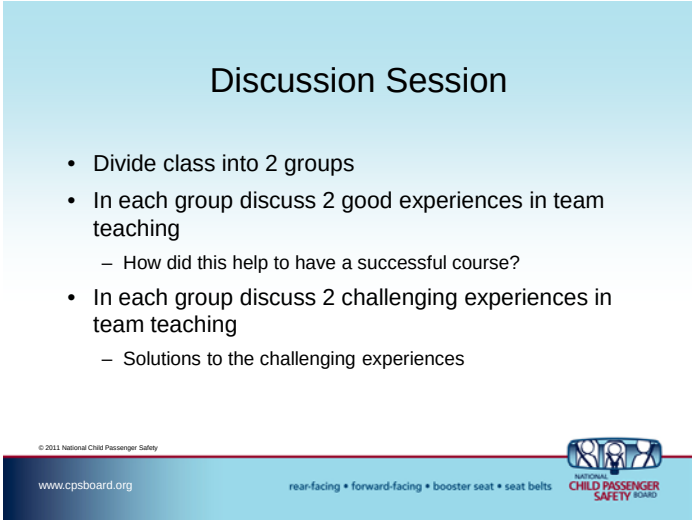
- Unwillingness to accept advice or feedback from other instructor(s) - you may even be asked to instruct with someone who refuses to "listen" to feedback from the course participants or from co-instructors.

Instructor Note - keep in mind these situations are rare. But if they do occur, what's your best defense? Responses may include:

- **Remain objective**
- **Be professional**
- **Keep a sense of humor**
- **Maintain a working relationship**

As a CPS Certification instructor, you are regarded as a "professional" until you behave otherwise.

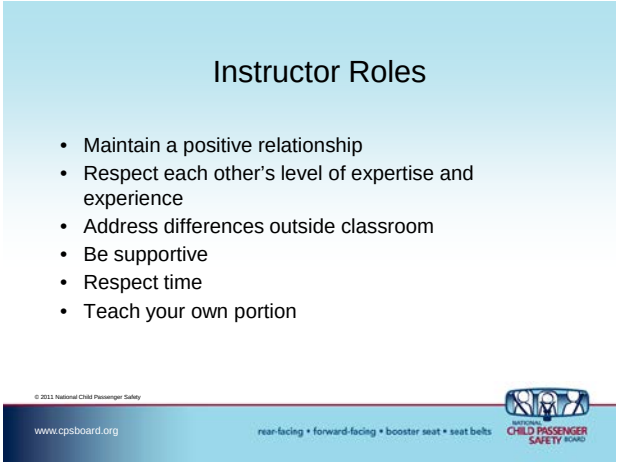
It is important to remember that the learner is the most important person in the classroom. Instructors must work as a team to ensure an environment condusive to learning.



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 Note: Facilitate a discussion of the experiences in team teaching. Highlight the positive aspects and how the participants can use the challenging experiences to become a better member of the instructor team.



- 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.

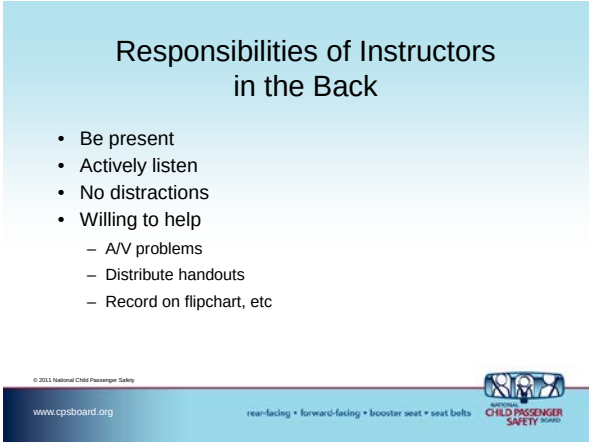
Instructor Note - be supportive of each other. Compliment other instructors for a job well done; and if you must offer suggestions for improvement, do it in a tactful, respectful manner in private. There's nothing worse than having other instructors discussing your faults behind your back or making "tacky" comments about you in front of course participants.

- 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.

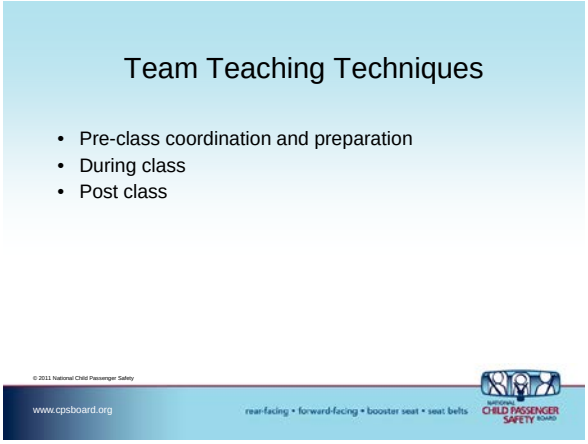
Instructor Note - regardless of the excellent relationship you have with fellow instructors, don't ask them to teach for you unless you are extremely ill and unable to be physically present. Giving your teaching assignment to someone else, with no prior warning or for no valid reason, is counterproductive to the training session and unfair to fellow instructors. *(At this point, participants are*

probably ready to describe a few of their own experiences about "team teaching." Give them an opportunity to discuss specific situations they've encounter and how they were resolved.)

Be certain to focus on the more positive aspects of team teaching after this discussion.



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



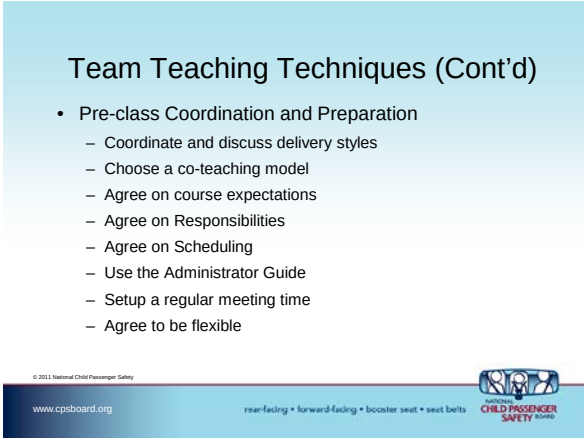
- Pre-class coordination and preparation
- During class
- Post class

Instructor Note - Remind participants a little "pre-planning" and "coordination" among/between instructors can go a long way toward making the team teaching experience a pleasant one.

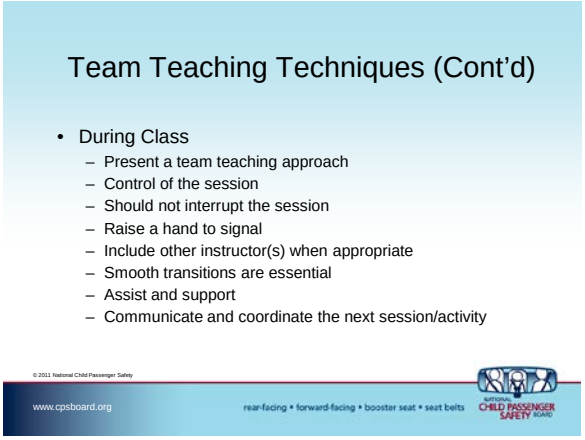
Instructor Note - Ask participants, "What are some things you could discuss with your co-instructors before the course begins?"

Possible responses:

- **How would you like to have comments or questions raised by other instructors? During the presentation or after?**
- **Is there going to be a specific dress code or shirt the instructor team will be wearing?**
- **What should we do if there is student that is struggling?**
- **Hands-on sessions. Does everyone participate?**
- **Who is setting up hands on sessions?**



- 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.



Instructor Note - during the implementation of the training, instructors should remember to follow the basic rules of etiquette they would display if they were course participants.

- 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.

Instructor Note - By this I mean, don't hold the newspaper over your face and read while your fellow instructor is speaking; don't make cellular phone calls or check email during class; don't talk to other instructors in a loud voice while sitting at the back table; don't laugh or make fun of the teaching instructor; and try not to "nod off" during their 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).

Instructor Note - Body language can be read by participants as well as your fellow instructors.

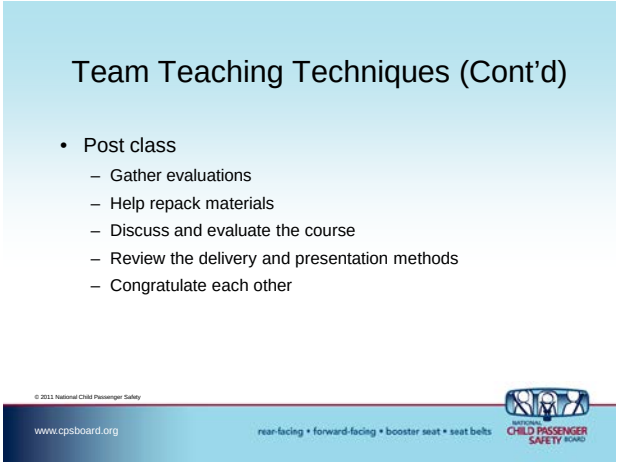
  - ✓ Raise a hand to signal - if the seated instructor wants to make a valid comment or suggestion, they should raise their hand to signal to the teaching instructor.
  - ✓ Include other instructor(s) when appropriate - as the teaching instructor, you can include other instructors when it's appropriate.
  - ✓ 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.

Instructor Note – Discuss some ways to transition including some that don't work as well and demonstrate some best practices

- ✓ Assist and support – the instructors not currently teaching are there to assist and support the "teaching" instructor.

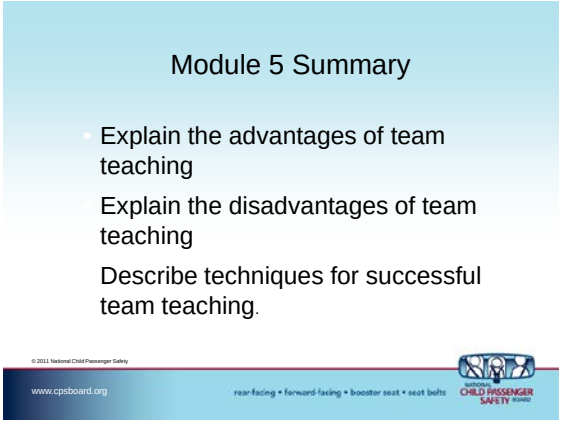
Instructor Note - Discuss respecting each other's time allocations, position of authority, and supportive roles during training.

- ✓ Communicate and coordinate the next session/activity - communicate and coordinate next session or day's activities each day of the course.



Instructor Note - After the completion of the training course, remember your "job" is not over. Instructors must gather the evaluations, organize and re-pack materials for shipment, and take a little time to reflect on the course.

- 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.



Instructor Note - team teaching is a very effective method of training if implemented properly.

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

Terminal Learning Objective

At the conclusion of this module, participants will be able to apply strategies and techniques to manage classroom challenges.

Enabling Learning Objectives

1. Describe methods to “set the stage” for participants.
2. Identify potential logistical problems in the classroom.
3. Explain the four guidelines for handling disruptions.
4. Describe characteristics of disruptive participants.
5. Select strategies for dealing with problems and disruptions in the classroom.
6. Understand the Certification Training Program, Planning and Logistics Guide and how to use the Guide to prepare for a Certification course.

Estimated Completion Time

120 Minutes

Resources Required

- CPS ID instructor guide
- CPS ID participant guide
- National Child Passenger Safety Certification Training Program, Planning and Logistics Guide
- PowerPoint slide set
- Flipcharts/Markers
- Music

Equipment

The following additional equipment is required for this module:

- Audio Source and Music

Notes

A suggested time plan for this module is as follows:

Module objectives ..... 5 minutes
Describe methods to set the stage for participants ..... 5 minutes
Identify potential logistical problems in the classroom..... 10 minutes
Explain the four guidelines for handling disruptions ..... 10 minutes
Describe characteristics of disruptive participants..... 10 minutes
Select strategies for dealing with problems and disruptions..... 15 minutes
Planning and Logistics Guide ……..10 minutes
Summary..... 5 minutes

Total Time ..... 70 minutes

NATIONAL CHILD PASSENGER SAFETY BOARD

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

www.cpsboard.org rear-facing • forward-facing • booster seat • seat belts

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.

© 2011 National Child Passenger Safety
www.cpsboard.org rear-facing • forward-facing • booster seat • seat belts

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.

© 2011 National Child Passenger Safety
www.cpsboard.org rear-facing • forward-facing • booster seat • seat belts

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.

Instructor Note – Many of the logistics are covered in the Administrative Guide that comes with the Instructor Materials or in host letters. .

- 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.

Instructor Note - Potential logistical problems - Ask participants to brainstorm a list of potential logistical problems *(factors other than people that have the potential to disrupt your presentation)* that instructors might encounter.

Record these responses on a flipchart. After receiving around 6 to10 responses, say to participants "this appears to be a good list for illustration purposes."

Let's discuss these potential problems and what we can do to effectively manage them.

Discuss strategies to counter and effectively manage these potential problems. Possible participant responses:

Cell phone - some strategies for handling: Send classroom policy in the participant letter of invitation prior to class. Establish and verbalize a policy that there will be no incoming or outgoing calls, texting, or email reading during class; that's what breaks are for. Ask participants to turn phones to vibrate rather than audible mode. If the rule is violated, initiate a private discussion with this participant as a reminder.

Restrooms are sparse or inconvenient - some strategies for coping: Tell participants (in the introduction) where the restroom facilities are located. Let them know when breaks will be provided. Provide ample breaks in the training session.

No food service at training site – some strategies: As the training coordinator, discuss this problem with the hotel prior to class to see if they have suggestions for specific restaurants, locations, etc. Ask for a compiled list to offer participants as a handout. Ask hotel coordinator if catering services or outside food is allowed in the training room. Advise participants in the letter of invitation that food service will not be available on site. Ask for a show of hands of

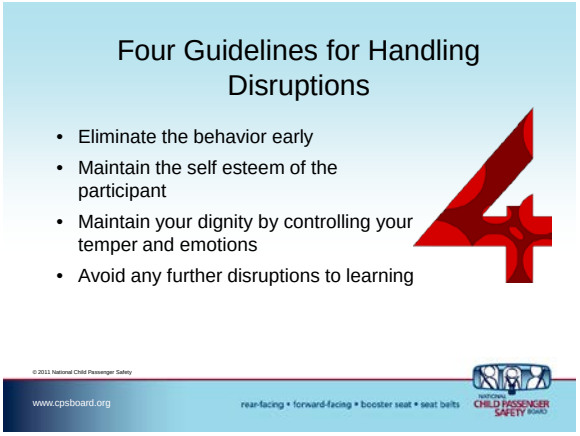
participants with transportation and ask them to offer car pool services at lunch, if possible. Allow participants about 5 or 10 minutes to discuss "ordering out." Allow participants 90 minutes for lunch instead of the customary 60.

Lack of equipment or equipment failures – some strategies for handling: Specify the equipment you'll need prior to class. Test audiovisual equipment prior to start time. Be prepared to implement a contingency plan. For example, bring a hard copy of the PowerPoint in case the computer breaks. Have the name and phone number of audiovisual contact person at the training site.

Be flexible in your presentation format. The CPST curriculum is fixed, but in the case of a power or computer failure there needs to be a backup plan. Be sure you have plenty of easels and pads for emergencies.

Participants may come up with potential problems we haven't covered in this text, so be prepared to facilitate a strategizing session.

Before proceeding into the topic of problem participants, let's highlight four fundamental guidelines which the instructor should keep in mind at all times.



- 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.

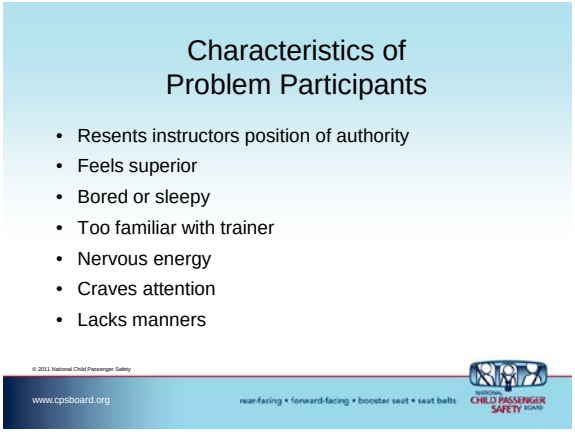
Instructor Note - Do not embarrass or put down a participant but instead try to get the difficult participant on board. Reprimanding a participant in front of others in a demeaning way negatively affects others in the classroom.

- Maintain your dignity by controlling your temper and emotions.

Instructor Note - the audience expects the presenter to be the authority in the classroom, to use that power wisely, and to convey the message in a courteous and professional manner. The minute the audience perceives you have lost control, your presentation or class becomes a candidate for instant failure.

- Avoid any further disruptions to learning

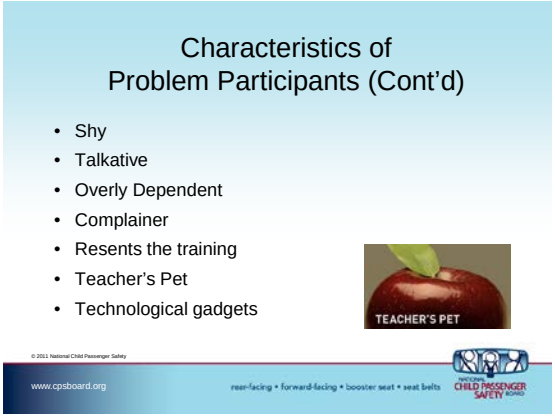
Instructor Note – This is a possible lunch stopping point. Prior to dismissing students for lunch, go over Presentation 3 and the topics available to the students. Have students choose a topic and establish a presentation order. Refer to Appendix A for presentation choices. Remind them that they are NOT to select a lesson plan that (1) introduces a module and just lists module objectives; or (2) includes a group exercise. You will need to have copies of the Certification Training Program for the participants use. Refer them to Module 7, Appendix A, Presentation #3 Worksheet to guide their preparation. Complete the worksheet for this part of your preparation. There will be 15 minutes of preparation time set aside before the presentations begin.



- Resents instructors position of authority
- Feels superior – or more knowledgeable than instructor

Instructor Note - Problem participants come in all shapes and sizes. Sometimes you can clearly see it on their faces; and sometimes they sneak up on you. I'm referring to those participants who resent you being in control.

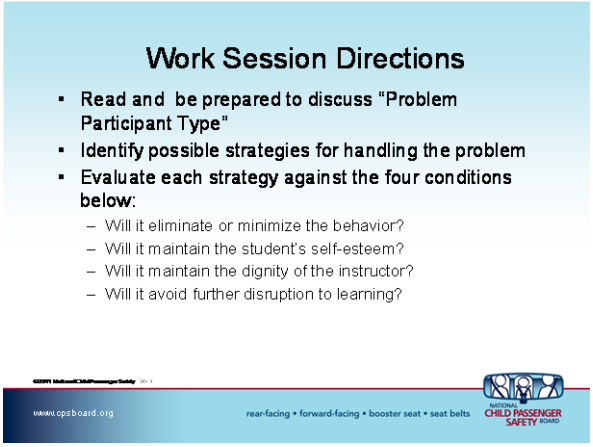
- Bored or sleepy
- Too familiar with trainer
- Nervous energy
- Craves attention – and will wrest it from the trainer if possible
- Lacks manners



- 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

Instructor Note - The instructor is reminded to "set the bar". Each instructor should respect authority, not feel superior, not appear bored or crave attention, lack manners or abuse technological gadgets.

Be mindful of the varied levels of experience of the students as well as generational differences.



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?

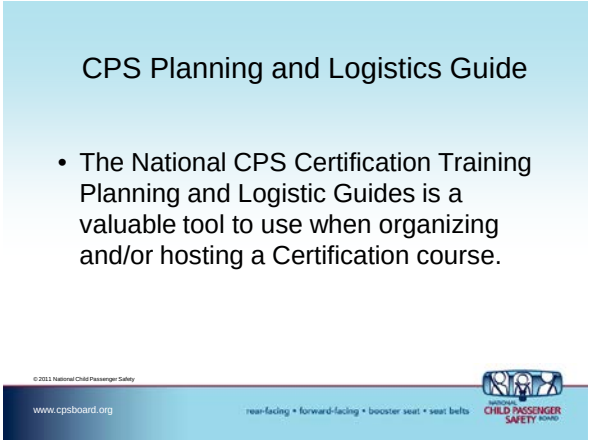
Instructor Note - As a trainer, you must first look toward yourself instead of the participant when problems occur. For instance, is the participant bored because of lack of interaction? Are you dressed so casually that you signaled an informal, unstructured setting? Are you well rehearsed and prepared, or do you appear rattled? Have you provided ample breaks? Have you allowed participants time to express their opinions and discuss course topics?
Regardless of your best efforts, disruptions may still occur. There are actually about 9 or 10 broad, but very realistic, categories of individuals that can cause real problems for a trainer.

In the following work session, various categories of problem participants will be provided. Handout a sheet to each participant (Appendix B), depending on class size you may have duplicate problems participants. Ask each participant to read these characteristics and devise strategies for dealing with the different categories. Read each type of problem participant and ask for suggestions from the course participant with assigned the problem participant. Discuss strategies to avoid classroom disruption. Ask someone from the class to record these strategies on a flip chart.

Instructor Note - Remind participants of the guidelines previously discussed and that they should devise strategies keeping these guidelines in mind.

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.

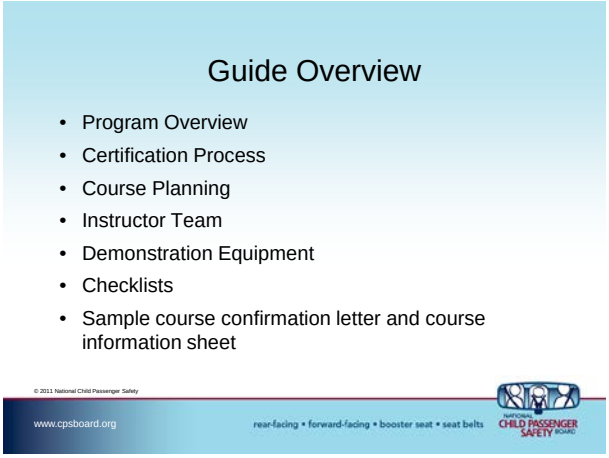
Instructor Note - Refer participants to Appendix B.



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.

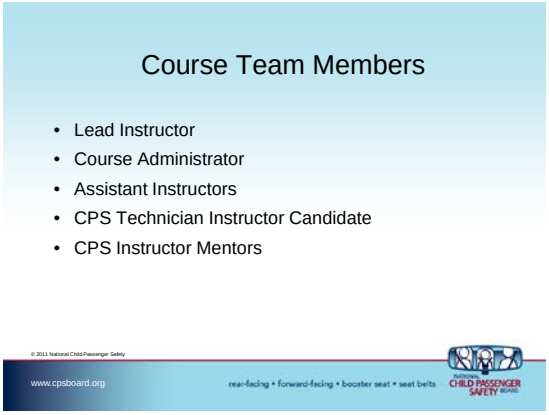
Instructor Note - In this session, you will learn more about the Guide, and various evaluation methods. This information is meant to familiarize you with the material in addition to improving your teaching abilities.

Remind participants that it is imperative to read the Guide to prepare to manage all aspects of the training course as well as to prepare to teach the curricula.



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

- CPS Training Course Lead Instructor: An experienced, certified CPS technician instructor.
- Course Administrator: Currently certified instructors and designated course administrators.
    - Plan and promote the standardized CPS training course.
    - Coordinate the course logistics before, during and after the workshop.
    - Contact their state CPS coordinator about their intent on holding a standardized CPS training course.
    - Provide information about the date, location, type and number of participants anticipated.

- Select a lead instructor and other certified instructors or instructor candidates for the instructor team.
- Register their courses online through the CPS certification Web site at http://cert.safekids.org/.
- 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.

Instructor Note - The lead instructor coordinates logistics, develops the agenda, assigns instructor duties, conducts required pre-course and daily planning meetings, and ensures that all certification paperwork is completed and submitted in a timely manner. The lead also works with the course administrator in planning and implementation of the class. Many times the lead instructor and course administrator is the same individual. However, there can be an exception made for individuals wanting to be a course administrator, submit Course Administrator Application on the certification website under Resources, Forms.

- 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.

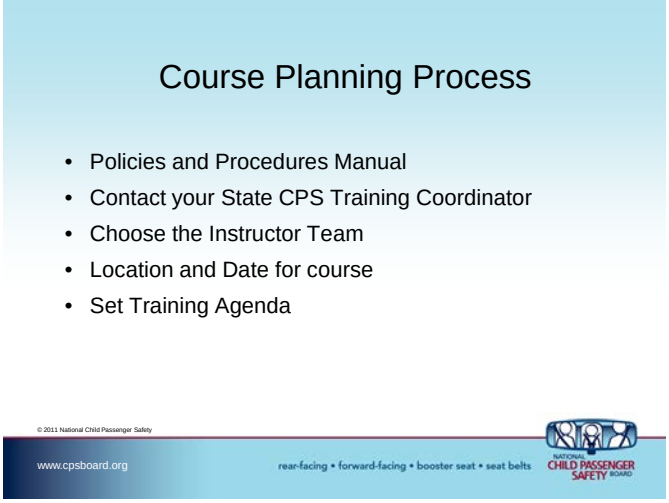
An Instructor Candidate is a CPST who has enrolled in, met instructor candidate program requirements, and is formally approved to teach segments of the course while being evaluated by a certified instructor or instructors. Refer to Appendix D in the CPS Planning and Logistic Guide for detailed information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

Instructor Note - If an instructor mentor must teach, he or she must be able to observe the candidates' teaching assignments, including their preparation for hands-on exercises. The Lead Instructor, the Instructor Candidate and the Mentoring Instructor and the Technician Candidates must attend the entire course.



Course Planning and Process

The following checklist is intended to serve as a guide for experienced 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.

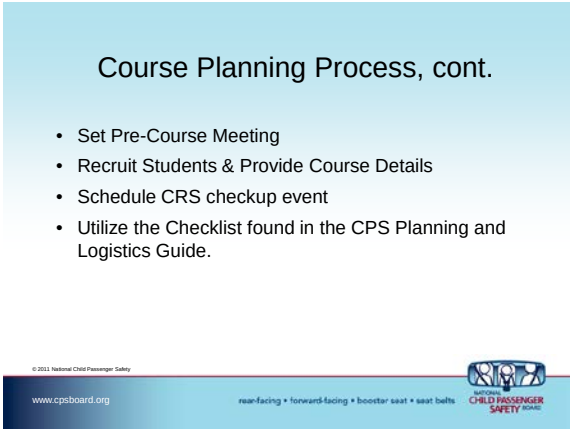
Instructor Note - The Instructor section of the CPS Board website has the most up to date information. This is a restricted site that can be accessed through the "Instructor Downloads (CPS Board)" action item in your Instructor online profile.

- Contact your state CPS Training Contact.
    - Current contact information is available at:
        - www.nhtsa.dot.gov/CPS/Training/ContactList.cfm
        - www.cpsboard.org/state.htm

  - 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.
  - 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.
  - Identify two or three potential dates. Take note of holidays and school closings that might create conflicts.
  - 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.
  - Discuss any fees and/or travel reimbursement with instructors
  - **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.
  - 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.

Instructor Note - The required pre-course meeting should be an in person meeting with time allocated to set the room up for the course and a run through of technical components. If an instructor can't make an in person meeting a conference call is an option.

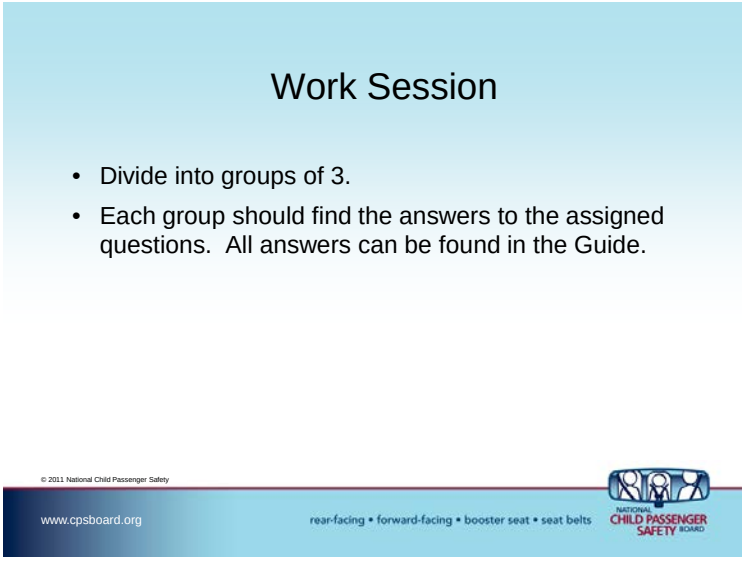


- Recruit students
  - Select course type.
    - A public course is open to all individuals.
    - A controlled course is open only to individuals approved by the lead instructor or course administrator.

- 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.

Instructor Note - For more information on planning and promoting a checkup event, see Appendix C in the National Child Passenger Safety Certification Training Program, Planning and Logistic Guide. The Guide can be found as a download through the Instructor online profile section.

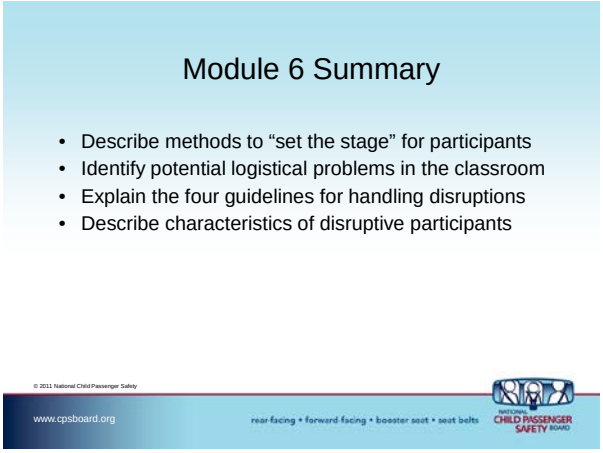
- Utilize the Course Checklist found in the CPS Planning and Logistics Guide to assist in planning the course.

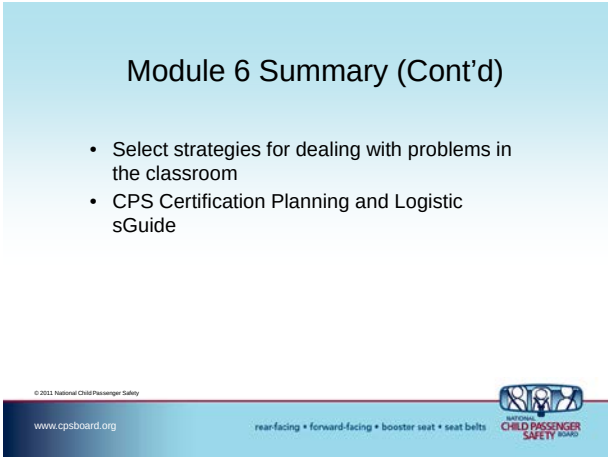


Work Session –

Assign each group 2 questions from the Guide to find the answers. Assessment questions can be found in Module 6, Appendix C.

Instructor Note – There are 10 questions in the Assessment. Break the class into groups of 3 people. Have each person find the Assessment in Appendix C and divide the questions up evenly with the groups. Give each group 10 minutes to find the answers in the Guide. Allow for report out from each group after the work exercise.





Instructor Note – Show slide and review the objectives. Just as preparing your presentation will enhance learning, preparing and managing the classroom will enhance learning as well. Using all tools and strategies will reduce and/or eliminate distractions, ensuring that learning can occur.

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

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?

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?

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?

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?

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?

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?

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?

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?

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?

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?

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?

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?

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

Terminal Learning Objective

Upon completion of this module participants will be better equipped to prepare and conduct a CPS presentation.

Enabling Learning Objectives

1. Demonstrate all training techniques addressed in this workshop in an 8-10 minute presentation of a section of the CPS curriculum.
2. Understand the importance and types of course evaluations.

Estimated Completion Time

150 minutes

Resources Required

- CPS ID Instructor guide
- CPS ID Participant guide
- PowerPoint slideset
- Flipcharts/Markers

Equipment

The following additional equipment is required for this module:

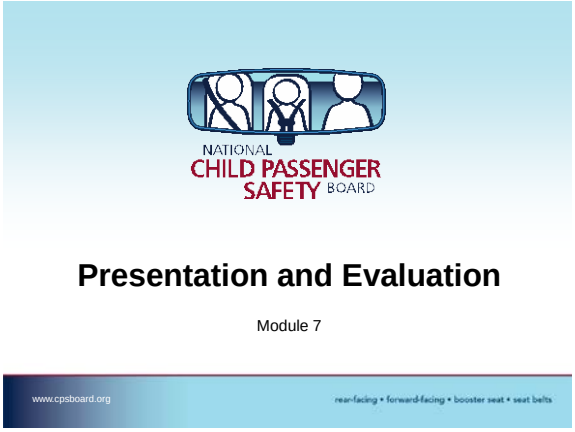
- A computer with PowerPoint software
- A computer projector and screen

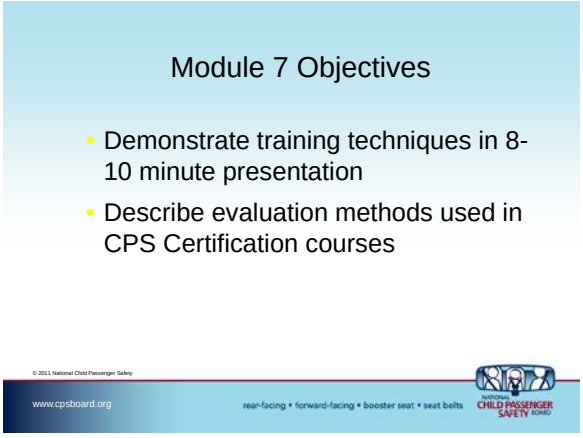
Notes

A suggested time plan for this module is as follows:

Module Objectives..... 5 minutes
Presentation Overview ..... 5 minutes
Preparation of presentation ..... 15 minutes
Presentation #3 ..... 130 minutes
Evaluation methods..... 10 minutes

Total Time ..... 165 minutes





Instructor Note – The goal of the instructorship is to be a Guide on the Side not a Sage on the Stage.

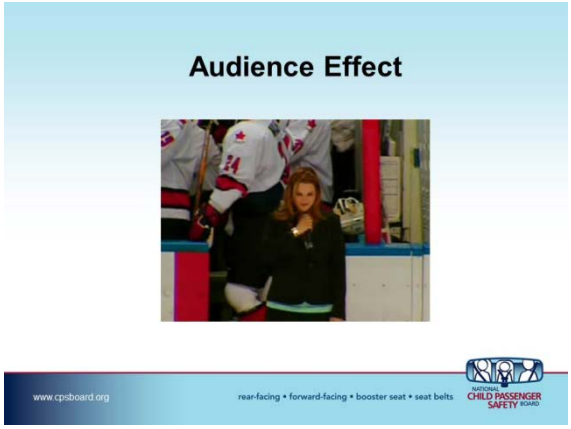
Say to participants: "Just as a high performance automobile is only as good as its driver, likewise a training course is only as good as the instructor who delivers it."

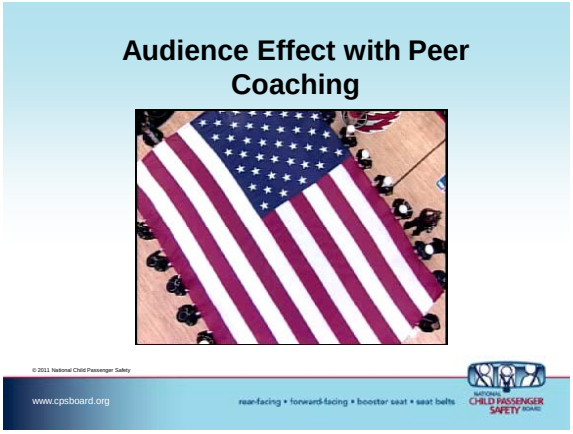
The need for qualified instructors to deliver NHTSA CPS training is crucial to NHTSA's mission.

CPS Board and NHTSA offers this "CPS Instructor Development" course to build up that foundation base of qualified instructors who can deliver the National Child Passenger Safety Certification Training Program.

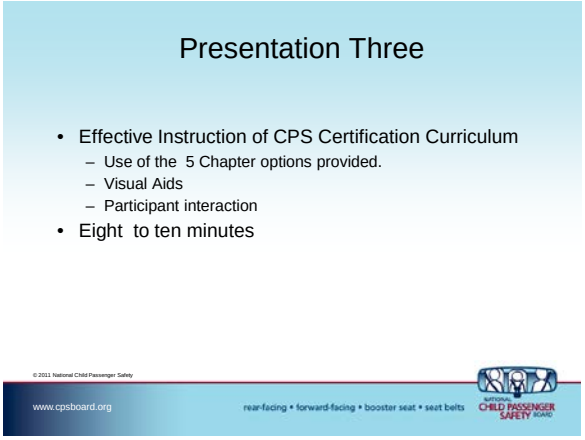
In this session, you will prepare and deliver a 8-10 minute presentation, and learn to recognize various evaluation methods. This information is meant to familiarize you with the material in addition to improving your teaching abilities.

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.





Instructor Note: Discuss the two different outcomes with the same scenario. Have you been in a situation where you froze in front of an audience? Maybe you lost your place or said something wrong and didn't know how to get your participants back on track. See what difference it made to have the support of someone from the audience or another Instructor, and how it brought the entire group back to focus on the task.



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

Instructor Note - The third presentation consists of each student making an 8 -10 minute practice teaching presentation from the topic they selected during Module 6– classroom management. CPS Certification course materials are used for this presentation. The course participants can use visual aids, just not PowerPoint. *(Due to time constraints, no PowerPoint or video clips may be used.* The instructors will not need a child safety seat to deliver their presentation. *A break has been schedule right before the presentation time and we have allocated 15 minutes of planning time to further develop your presentation.*

<u>Review the time cards again.</u>

Participants should strive to incorporate the improvements and techniques discussed in this workshop. The focus for this teaching session is on presentation skills not on content or material. Instructors should reinforce student's self-confidence by providing positive feedback on strengths and follow-up with suggestions for continued improvement.

The time allocated for the presentation is for 10 student presentations. If there are more than 10 participants, divide the class into groups of less than 10 students and move one instructor and a group of students to another class or meeting room for the presentations.

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.

Instructor Note – The participants will have selected their presentation topic prior to lunch. Remind them that they are NOT to select a lesson plan that (1) introduces a module and just lists module objectives; or (2) includes a group exercise. You will need to have copies of the Certification Training Program for the participants use.

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

Instructor Note - remind students of techniques: questions, handouts, props/demonstrations, etc. Refer to Appendix A, Presentation #3 Worksheet to guide your preparation. Complete the worksheet for this part of your preparation.

Videotaped Presentations – Optional

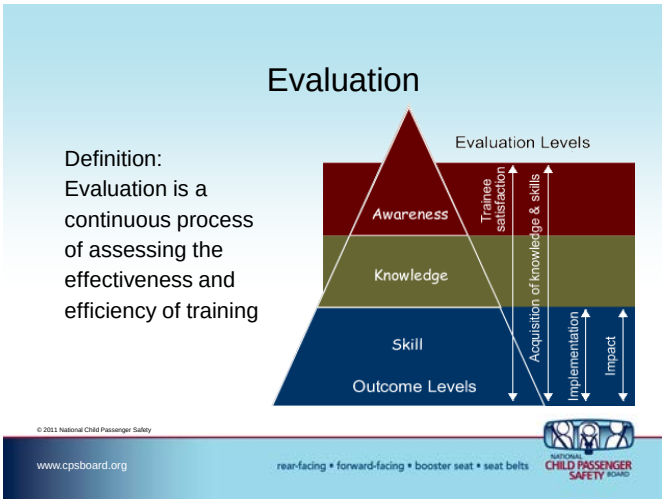
- Participants may be videotaped and critiqued by peers and course instructors.

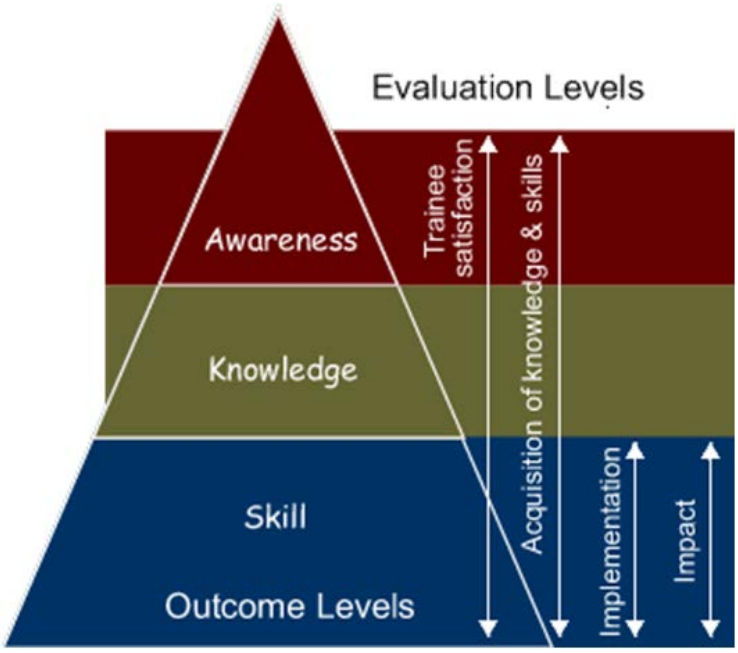
Critique –

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

Instructor Note – Due to time constraints the instructors will not have time to review the presentation and provide critiques for the students on a one to one basis. If the course host elected to videotape the presentation, provide each participant with their copy of the presentations. Following each presentation evaluation sheets should be collected from each participant and provided to the presenter. Make sure to thank each presenter and congratulate them on the presentation. Give participants about 15 minutes of classroom time to work on their lesson plans for this presentation.

Evaluation



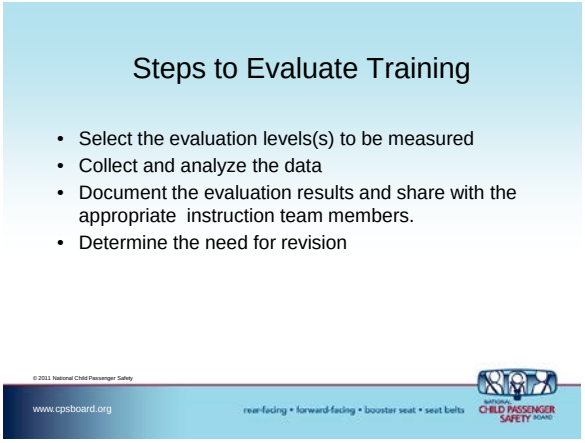


- Definition – a continuous process of assessing the effectiveness and efficiency of training
- Training– evaluations allow instructors and course developers to make continuous improvements to their training and lets the instructor team know benefits that have been derived from their investment

Instructor Note - There is no definitive form of evaluation. Most trainers use whatever means they can to get feedback in regard to their training courses. Regardless of the evaluation method used, remember it is better to have some training evaluation information than to have no information at all. The CPS Certification program does have an evaluation tool included. See Appendix C

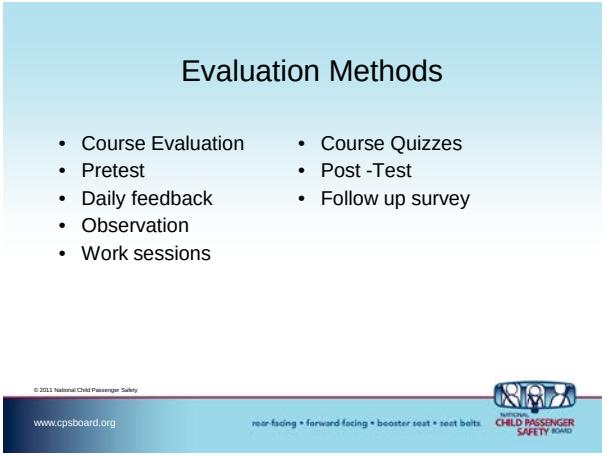
The evaluation tool provided in your NCSPT curriculum disk is an essential piece in reviewing your teaching and overall class success. Evaluation should be used to improve your presentation techniques as well as to choose future instructors.

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



Instructor Note - There are certain steps one must take to conduct an evaluation, but the most important aspect of evaluation is that it's ongoing. Evaluation is not a onetime event. It begins before the course is developed and continues throughout the life of the course.

- 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

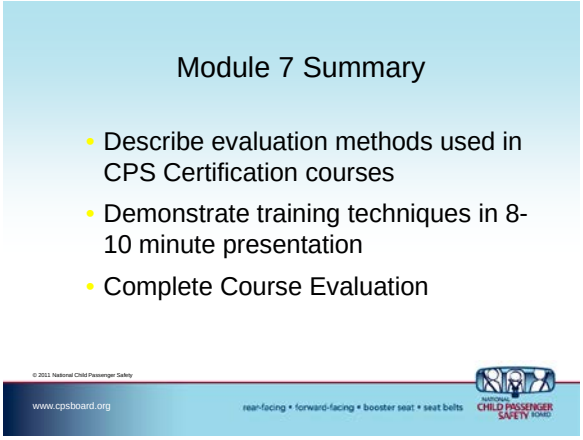


- Course Evaluation – evaluation form that accompanies each course. Measures student opinions and reaction to the training. Asks participants to rate various components of the training including knowledge acquired, effectiveness of the training materials, proficiency of the course instructors, etc.
- 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.

Instructor Note - This type of survey may be conducted at the supervisory level instead of the employee who attended training. However, it may still rely more on reactions or opinions than on actual measurable work performance.

The tone and word choice used in the evaluation needs to match that which was used in the training program. Refer to Appendix D "Levels of Evaluation".



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.

Instructor Note – Ask class, as a whole, to assess the experience, including using CPS curriculum for the presentation. Determine if they reviewed previous modules to assist in developing visuals, select questioning techniques, etc.

Remind the participants to complete the evaluation document before they leave. The evaluation form is located in their Appendix and is the very last document.

Ask if they have become more comfortable addressing a group and being videotaped (if videotapes were utilized).

Give all participants a round of applause for their presentation, and for incorporating the techniques learned in this course to assist in their preparation and presentation.

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

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.