

INSTRUCTOR SKILLS

**INSTRUCTOR
TRAINING MANUAL**

**INTERNATIONAL
DRIVER TRAINING**

NOTICE

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Table of Contents

PREFACE

How to Use This Guide.....	ix
Course Administration	xi
Preparation	xii

SECTION 1: INTRODUCTION

INTRODUCTORY NOTES: Introduction.....	1-3
Introduction.....	1-5

SECTION 2: PREPARATION

INTRODUCTORY NOTES: Preparation.....	2-3
Preparation	2-5
Instructor Preparation.....	2-5
Materials Preparation.....	2-6
Facilities Preparation.....	2-6
Section Summary	2-7

SECTION 3: TECHNIQUES OF INSTRUCTION

INTRODUCTORY NOTES: Techniques of Instruction.....	3-3
Techniques of Instruction	3-4
Communication Skills.....	3-4
Presentation Skills	3-5
Question-and-Answer Skills.....	3-6
Organizing the Presentation	3-8
Media-Usage Skills.....	3-9
Section Summary	3-10

SECTION 4: MANAGING THE LEARNING ENVIRONMENT

INTRODUCTORY NOTES: Managing the Learning Environment.....	4-3
Managing the Learning Environment	4-4

Breaking the Ice.....	4-4
Establish and Maintain Instructor Credibility.....	4-5
Manage Time Appropriately	4-6
Handle Inappropriate Student Behavior.....	4-7
Section Summary	4-8
SECTION 5: TEACHING THE COURSE	
INTRODUCTORY NOTES: Teaching the Course.....	5-3
Teaching the Course.....	5-5
Section Summary	5-6
SECTION 6: PRACTICE PRESENTATION	
INTRODUCTORY NOTES: Practice Presentation.....	6-3
Practice Presentation.....	6-5
Section Summary	6-6
SECTION 7: SELF-EVALUATION	
INTRODUCTORY NOTES: Self-Evaluation.....	7-3
Self-Evaluation	7-5
Evaluation of Changes to Instructional Design During Delivery	7-5
Evaluate Instructor Performance.....	7-5
Section Summary	7-7
SECTION 8: ADMINSTRATIVE DETAILS	
INTRODUCTORY NOTES: Administrative Details.....	8-3
Administrative Details.....	8-5
Administrative Details.....	8-5
Section Summary	8-6
SECTION 9: SUMMARY AND COMPREHENSIVE EXAMINATION	
INTRODUCTORY NOTES: Summary and Comprehensive Examination	9-3
Summary and Comprehensive Examination.....	9-5

Course Summary 9-5
Comprehensive Examination..... 9-8

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PREFACE

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How to Use This Guide

**TRAINING
MANUAL**

This manual is a teaching guide for delivering the *Train-the-Trainer* course. It provides detailed instructions for conducting a train-the-trainer course with special emphasize on instructional techniques.

HEADINGS

The section title heading is in capital letters and is always denoted by a solid, thick underline. Individual topics are indicated by headings that are bold with initial caps.

KEYWORDS

Keywords are located in the left column. They are intended as quick references on what the instructor is expected to say or do. Examples of keywords are as follows:

- Objective
 - Lecture
 - Slide
 - Handout
 - Video
 - Question
 - Answer
 - Practice
 - Role Play
 - Scenario
-

**RIGHT
COLUMN**

The right column contains the content of what the instructor should say or gives instructions on what the instructor should do.

ITALICS

Words in italics indicate either of two following things:

- Instructions or notes to the instructor, not text to be related to the participants
- Questions to be asked of the participants

The keyword identifies when there is question.

Course Administration

TRAINING
FORMAT

This course is presented in a classroom environment with a combination of lecture, video, visual aids, demonstrations, role-plays, practice presentations, and participant-instructor interaction.

COURSE
DURATION

Based on a maximum of eight participants, the total instruction time for this course is 24 hours. During the instruction time, the participant is required to teach a 15-minute section of material from *NAME OF COURSE*.

If less than eight participants (see *Class Size* below) are in attendance, the extra time will be allocated for presentations and practice.

In addition to the 24 hours of instruction time, the participant are required to instruct for 600 minutes under the observation of a certified instructor trainer of *NAME OF COURSE*.

The course can be administered in three one-day sessions that include breaks (at appropriate intervals) and lunch.

REQUIREMENTS
FOR PASSING

To receive credit for the course, the participant must attend the entire course, give a 15-minute presentation, and pass the written examination administered at the end of this course. The minimum passing grade for the written examination is 70%.

The participant must also successfully teach (for 800 minutes) *NAME OF COURSE* under the observation of a certified instructor trainer. The evaluation criteria are included in the Observation Checklist in Tab G.

CLASS SIZE

Class size is limited to either a minimum of four participants or a maximum of eight participants in any one Train-the-Trainer course for *NAME OF COURSE*.

Preparation

COURSE PREPARATION

Make sure you have the following materials and equipment necessary for conducting this course:

- Instructor Training Manual for *NAME OF COURSE*
- Participant Guides for *NAME OF COURSE* (enough for eight participants)
- Final examinations (enough for eight participants)
- Powerpoint slides for *NAME OF COURSE* (Tab D contains all slides for the *NAME OF COURSE* Instructor Training Manual.)
- Videos issued by the McKesson, if applicable (See page 12 in Tab A for a complete list of videos.)
- Laptop with the Powerpoint software loaded
- The actual slides for *NAME OF COURSE*
- Projector screen
- Flip chart/whiteboard and markers
- Television connected to a video cassette recorder (VCR), if applicable
- Administrative paperwork (such as course evaluations) for Research and Development (R&D)

INSTRUCTOR PREPARATION

- Read through the *NAME OF COURSE Instructor Training Manual* entirely and examine the supporting material. Make sure you are comfortable with the content.
 - Make sure your laptop is set up and functioning; that is, Powerpoint is loaded and the slides are ready.
 - Make sure that the TV and VCR are functioning (if applicable) and that the video cassette is queued for the first presentation.
-

SECTION 1:

INTRODUCTION

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INTRODUCTORY NOTES: Introduction

DURATION

This section will take approximately 45 minutes.

**INSTRUCTOR
PREPARATION**

You will need the following materials:

- Slides: 1.1: Course Aim
1.2: Course Topics
-

**SECTION
OBJECTIVE**

Orient participants to the class.

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Introduction

GREETING

Welcome everyone to *NAME OF COURSE*.

Introduce yourself by name. Give a little information about yourself and your organization. Ask participants for background information on themselves, especially in the area of instruction and presentation.

LECTURE

State the objective of the course to give the participants a feel for the material to be covered. Show the slide so participants can follow along.

SLIDE 1.1

OBJECTIVE: The purpose of this course is to become a qualified instructor for *NAME OF COURSE*.

**HOUSEKEEPING
DETAILS**

Cover the following items:

- Requisite attendance
- Class hours
- Breaks (and lunch, if applicable)
- Available facilities (location of rest rooms, vending machines, telephone, and so on)
- Requirements for receiving course credit
- Requirements for passing the class

(More on next page.)

LECTURE *Show the slide and cover the list of topics to be discussed in this course.*

SLIDE 1.2 **Course Objectives**

- Preparation
 - Techniques of Instruction
 - Managing the Classroom Environment
 - *NAME OF COURSE* Participants Guide
 - Practice Presentation
 - Self-Assessment
 - Course Administration
-

SECTION 2:

PREPARATION

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INTRODUCTORY NOTES: Preparation

DURATION

This section will take approximately 60 minutes.

**INSTRUCTOR
PREPARATION**

You will need the following materials:

- Slides: 2.1: Preparation
2.2: Preparation Summary
-

**SECTION
OBJECTIVE**

Prepare yourself, the materials, and the facilities for conducting the *NAME OF COURSE*.

**EVALUATION OF
STUDENT
COMPREHENSION**

Questions are embedded throughout this section to measure whether or not participants have comprehended the material.

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Preparation

LECTURE *State the objective of this section to give the participants a feel for the material to be covered. Show the slide so participants can follow along.*

SLIDE 2.1 **OBJECTIVE:** Prepare yourself, the materials, and the facilities for conducting the course *NAME OF COURSE*.

LECTURE **Instructor Preparation**

- Read and master the content of the Participants Guide.
 - Review video(s) and/or slides.
 - Make notes in the guide as necessary to act as cues to aid in your presentation.
 - Add more detail.
 - Identify an alternate teaching method.
 - Rehearse your presentation.
 - Use a mirror if you do not have a video camera to record and play back your presentation.
 - Practice drawing any diagrams that may be complicated or elaborate.
-

QUESTION *When might you make a note in the margin of your course guide?*

ANSWER To give yourself some cues for altering teaching method or to provide more detail to help you in your presentation.

(More on next page.)

LECTURE

Materials Preparation

- Types of materials:
 - Course Guide
 - Powerpoint slide presentation
 - Handouts
 - Post-It notes
 - Videos
 - Review course materials to identify the following:
 - Places where participants may have questions
 - Places that need minor corrections
 - That the materials are current
-

QUESTION

What reasons might there be to alter course materials?

ANSWER

- To identify a point that needs clarification
 - To update material that is not current
 - To give yourself some cues for altering teaching method
-

LECTURE

Facilities Preparation

- Laptop and screen are set up (focus, brightness, and so on)
- VCR and TV (if applicable) are set up and the first video is queued
- Materials in the classroom are arranged:
 - Instructor Guide for NAME OF COURSE on the podium
 - Copy of slides in open binder next to the laptop
 - Handouts, pens/pencils, notepaper, Post-it Notes, and paperwork on desk
- Markers, erasers, spray cleaner, and paper towels near whiteboard

(More on next page.)

Facilities Preparation (continued)

- Environment (air, lighting, and so on) is comfortable
 - Seating is adequate to provide a line of vision for each participant
 - Cleanliness of facility
-

QUESTION*How should the seating for the participants be arranged?***ANSWER**So that each participant has a line of vision to the instructor.

LECTURE**Section Summary****SLIDE 2.3****Preparation Summary**

Using the slide, list the topics that were covered in this section. When done, ask the participants whether they have any questions or anything they want clarified.

- Instructor Preparation
 - Materials Preparation
 - Facilities Preparation
-

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SECTION 3:

TECHNIQUES OF INSTRUCTION

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INTRODUCTORY NOTES: Techniques of Instruction

DURATION

This section will take approximately 4 hours and 30 minutes.

**INSTRUCTOR
PREPARATION**

You will need the following materials:

- Slides: 3.1: Techniques of Instruction
3.2: Techniques of Instruction Summary
-

**SECTION
OBJECTIVE**

Demonstrate proper techniques of instruction: communication skills, presentation skills, question-and-answer skills, review techniques, and effective media usage.

**EVALUATION OF
TRAINEE
COMPREHENSION**

Questions, practices, and role-plays are embedded throughout this section to measure whether or not participants have comprehended the material.

Techniques of Instruction

LECTURE *State the objective of this section to give the participants a feel for the material to be covered. Show the slide so participants can follow along.*

SLIDE 3.1 **OBJECTIVE:** Demonstrate proper techniques of instruction: communication skills, presentation skills, question-and-answer skills, review techniques, and effective media usage.

LECTURE **Communication Skills**

Throughout this section, the instructor trainer will give examples and demonstrate the different teaching techniques and skills. The instructor trainer will also call on participants to practice these skills.

- **Appropriate Language**
 - Correct vocabulary for level of participants
 - Proper use of grammar and syntax
 - Appropriate use of inflection and pauses
 - Body language emphasizes verbal language
 - Use of jargon and colloquialisms do not interfere with participant learning
- **Frames of Reference**
 - Use frames of reference to clarify points or give examples of topic being discussed.
 - Use analogies, stories, illustrations, and so on to which participants can relate.
 - Use frames of reference that are familiar to participants.

(More on next page.)

Communication Skills (continued)

- Use the voice effectively
 - Maintain a good volume level.
 - Avoid using "ummm" and "uhhh."
 - Avoid using improper expressions such as "you know."
-

DEMONSTRATE*Demonstrate the use of inflection and pauses.***ROLE-PLAY**

The instructor trainer will call on participants to practice the use of inflection and pauses.

LECTURE**Presentation Skills**

- Make eye contact with participants, but do not stare.
 - Make proper use of gestures, voice, movement, and props.
 - Avoid distracting mannerisms:
 - Hands in pockets
 - Jangling keys or coins
 - Wringing hands together
 - Tapping fingers or objects on the desk or podium
 - Emphasize important points by using:
 - Inflection of voice
 - Pauses
 - Gestures
 - Use props to perform the following:
 - Serve as examples
 - Demonstrate points
 - Support conclusions
-

(More on next page.)

Presentation Skills (continued)

DEMONSTRATE

Demonstrate the use of gestures, facial expressions, and eye contact when making a presentation.

ROLE-PLAY

The instructor trainer will call on participants to practice the use of gestures, facial expressions, and eye contact.

LECTURE**Question-and-Answer Skills**

Questions are a way of getting participants involved, to promote interest and keep participants' attention. Questions are also used to measure participant comprehension.

- Types of questions:
 - **Closed:** to illicit participant recall
 - **Open:** to promote ideas and concepts
- Question formats:
 - **SHORT ANSWER:** What sign color denotes caution?
 - **MULTIPLE CHOICE:** Which of the following sign colors denotes caution?
 - a) Red
 - b) Orange
 - c) Yellow
 - d) White
 - **FILL-IN-THE-BLANK:** The sign color that denotes cautions is _____.

(More on next page.)

Question-and-Answer Skills (continued)

- **MATCHING:** Match the sign color with its correct meaning.
 1. Red ___ A. Regulation
 2. Orange ___ B. Prohibition
 3. Yellow ___ C. Maintenance
 4. White ___ D. Caution
- **TRUE/FALSE OR YES/NO:** True or False: Yellow denotes caution.

Generally, you should avoid using True/False or Yes/No question to measure or test participant learning. If you do use this question type, always provide two questions.

- **ESSAY:** Describe the benefits of using different sign colors.
- How to ask questions:
 - The complexity of the question should match participants' level of learning.
 - Questions and feedback should promote participants' success and confidence.
 - Avoid predictable patterns of selecting participants to answer the questions.
 - Never use questions to demean or threaten participants.
- Be an active listener when the participants respond.
 - Use eye contact.
 - Nod your head.
 - Restate the participant's response to confirm that you've understood him/her.
- Be able to rephrase or restructure a question when participant's response is poor.

(More on next page.)

Question-and-Answer Skills (continued)

- Provide feedback effectively:
 - Avoid embarrassing the respondent when s/he responds incorrectly.
 - Guide the participants toward the correct answer without actually giving them the correct answer.
 - Acknowledge and build on partially correct answer.
 - Respond positively to participant's efforts even though the response may be incorrect.
-

QUESTION *Ask the participants to give examples of open questions and closed questions.*

ANSWER The instructor trainer will call on participants to ask open and closed questions.

ROLE-PLAY *The instructor will call on one participant at a time to pose questions. At the same time, the instructor will have the remaining participants act as the target population who will answer the questions correctly, partially correct, and incorrectly.*

The participant who is asking the question will decide to provide feedback for a correct response, rephrase the question, or provide feedback for an incorrect response.

LECTURE **Organizing the Presentation**

- Use advance organizers
 - Always introduce a topic by giving a brief overview of the content of the topic.
 - Advance organizers can be in the following formats:
 - Bulleted list
 - Statement describing the topic
 - Transition connecting a previous topic to the current one

(More on next page.)

Organizing the Presentation (continued)

- When to review:
 - Use reviews to summarize and conclude either parts of a topic or the entire topic.
 - If much material has been covered, use an interim review to restate material that has been covered.
 - Use a review at the end of a topic to summarize the main points.
 - Use reviews to conclude a session.
 - Use reviews to commence a session that follows a previous session.

QUESTION

When is it appropriate to use an advance organizer?

ANSWER

- At the beginning of a topic
- To transition from one topic to the next

QUESTION

When is it appropriate to review?

ANSWER

- At the end of a topic
- In the middle of a topic that contains a lot of material
- At the end of a session
- At the beginning of a session that follows a previous session

LECTURE

Media-Usage Skills

*Only the media that is used in NAME OF COURSE
will be discussed and demonstrated.*

(More on next page.)

Media-Usage Skills (continued)

- Types of media:
 - Slide and/or projector
 - Video/VCR/TV (if applicable)
 - Whiteboard or flipchart
 - Demonstration of use of media
-

LECTURE

Section Summary

SLIDE 3.2

Techniques of Instruction Summary

Using the slide, list the topics that were covered in this section. When done, ask the participants whether they have any questions or anything they want clarified.

- Communication Skills
 - Presentation Skills
 - Question-and-Answer Skills
 - Organizing the Presentation
 - Media Usage Skills
-

SECTION 4:

MANAGING THE LEARNING ENVIRONMENT

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INTRODUCTORY NOTES: Managing the Learning Environment

DURATION

This section will take approximately 60 minutes.

**INSTRUCTOR
PREPARATION**

You will need the following materials:

- Slides: 4.1: Managing the Learning Environment
4.2: Managing the Learning Environment Summary
-

**SECTION
OBJECTIVE**

Properly manage the learning environment to create an atmosphere conducive to learning.

**EVALUATION OF
STUDENT
COMPREHENSION**

Questions are embedded throughout this section to measure whether or not participants have comprehended the material. Also, the instructor will call on participants to practice and conduct role-plays.

Managing the Learning Environment

LECTURE *State the objective of this section to give the participants a feel for the material to be covered. Show the slide so participants can follow along.*

SLIDE 4.1 **OBJECTIVE:** Properly manage the learning environment to create an atmosphere conducive to learning.

LECTURE **Breaking the Ice**

- An "ice-breaker" allow participants to get comfortable with the instructor and other participants. This is usually done during the greeting in the introductory section.
 - Types of ice-breakers:
 - Humor/joke-telling
 - Story-telling
 - Props (sponge balls that you can throw around the room, and so on)
 - Cartoons displayed on a slide
 - WIIFMs (what's in it for me?)
 - Once you've broken the ice, give the participants a reason for wanting to attend the class.
 - Ask participants why they are attending and try to explain the benefits of the course as they relate to each participant.
-

QUESTION *Name at least two ways to break the ice.*

- ANSWER
- Tell jokes/stories.
 - Show a cartoon drawing on a slide.
 - Use a sponge ball to throw around the classroom.
 - Give the participants a WIIFM.
-

LECTURE

Establish and Maintain Instructor Credibility

- Demonstrate acceptable conduct.
 - Wear appropriate clothing and maintain proper grooming.
 - Keep good posture.
 - Use proper code of ethic Equal Employment Opportunity (EEO) issues.
 - Avoid unacceptable manners and behavior.
 - Use humor appropriately.
 - Don't be afraid to say, "I don't know." Also say, "I'll find out."
 - Obtain and transmit information requested by participants as soon as possible.
- Demonstrate expertise of the material.
 - Cite credentials and instructional experience.
 - Master the content (see Section 2, Instructor Preparation).
 - Don't feel threatened by participants who demonstrate experience or expertise.
- Act as a model for professional and interpersonal behavior.
 - Give respect equally to all participants regardless of sex, race, color, religion, handicap, physical appearance, and so on
 - Avoid bias or favoritism.
 - Avoid illegal or unethical behavior during instructor/participant interactions.
- Be flexible to participants' needs.
 - Be ready to alter presentation style.
 - Be prepared to go into more detail.
 - Be prepared to alter mode of delivery.

(More on next page.)

 Establish and Maintain Instructor Credibility (continued)

QUESTION *When you don't know the answer to a question, what is a proper response?*

ANSWER "I don't know, but I'll find out and give you information after the next break."

QUESTION *If a participant does not understand a concept, what should you do?*

ANSWER Either go into more detail, or change the way the information is presented (alter the mode of delivery).

LECTURE **Manage Time Appropriately**

- Keep to the schedule.
 - Cover topics in a timely manner.
 - Take breaks every hour or so and at appropriate stopping points.
 - Use discretion when noting the time (example, either wear a watch with the dial turned in or place a watch on the podium).
 - Keep the pace of the material appropriate to the needs of the participants.
 - Have alternate plans in case of time constraints.
 - Be prepared to reduce or remove material.
 - Be prepared to combine topics or move material from one section to another.
-

QUESTION *If you are short on time when covering a topic, what should you do?*

ANSWER Remove redundant topics or combine them with other material.

LECTURE

Handle Inappropriate Student Behavior

- Disruptive participants disturb the continuity of the presentation as well as the learning of other participants. Disruptions can include the following behaviors:
 - Side conversations
 - Inappropriate comments
 - Monopolization of discussions
 - Be discreet when applying discipline
 - Use body language (facial expressions, gestures, and so on) to try to communicate to the disruptive participant(s).
 - Position yourself near the disruptive participant(s).
 - If nonverbal communication doesn't work, take the disruptive participant(s) aside during a break and talk to them privately.
 - What if the participant is a "know-it-all?"
 - Make him/her feel important without being too obvious to the rest of the participants.
 - Make him/her participate so that s/he becomes involved in group discussions.
 - If it is in a hands-on class, give him/her instructions on the side.
-

QUESTION

What can you do to discourage disruptive behavior?

ANSWER

- First, try body language and eye contact directed toward the disruptive participant(s).
 - Next, position yourself close to the disruptive participant(s).
 - If necessary, talk to the disruptive participant(s) privately.
-

LECTURE

Section Summary

SLIDE 4.2

Managing the Learning Environment Summary

Using the slide, list the topics that were covered in this section. When done, ask the participants whether they have any questions or anything they want clarified.

- Breaking the Ice
 - Establish and Maintain Instructor Credibility
 - Manage Time Appropriately
 - Handle Inappropriate Student Behavior
-

SECTION 5:

TEACHING THE COURSE

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INTRODUCTORY NOTES: Teaching the Course

DURATION

This section will take approximately 8 hours.

**INSTRUCTOR
PREPARATION**

You will need the following materials:

- Slides: 5.1: Teaching the Course
5.2: Teaching the Course Summary
 - Videos
 - Eight *Participant Guides*
 - Slides for *Participant Guide*
 - Observation Checklist
-

**SECTION
OBJECTIVE**

Using the *NAME OF COURSE* Guide, slides, and videos, cover how to teach *NAME OF COURSE*.

**EVALUATION OF
STUDENT
COMPREHENSION**

Questions are embedded throughout this section to measure whether or not participants have comprehended the material. Also, the instructor will call on participants to demonstrate teaching skills and to conduct role-plays.

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Teaching the Course

This section will consist of the instructor trainer teaching Name of Course as if s/he were teaching a group of actual Target Population. The participants will observe how to conduct the actual course.

The instructor trainer, when appropriate, will point out teaching strategies, instructional techniques, and so on, as well as demonstrate correct presentation techniques.

At different times, the instructor trainer will call on participants to identify mode of delivery, teaching style, teaching strategy, and so on, as you progress through the material.

Also, the instructor trainer will call on participants to demonstrate/practice their teaching skills using actual material from the course guide.

LECTURE	<i>State the objective of this section to give the participants a feel for the material to be covered. Show the slide so participants can follow along.</i>
SLIDE 5.1	OBJECTIVE: Using the <i>NAME OF COURSE</i> Guide, slides, and videos, cover how to teach <i>NAME OF COURSE</i> .
HANDOUT	Pass out the Course Guides to <i>NAME OF COURSE</i> . Have the participants follow along as you present the material and encourage them to make notes in the guides. Also encourage them to ask questions relevant to teaching strategies and mode of delivery.

LECTURE

Section Summary

SLIDE 5.2

Teaching the Course Summary

Using the slide, list the topics that were covered in this section. When done, ask the participants whether they have any questions or anything they want clarified.

SECTION 6:

PRACTICE PRESENTATION

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INTRODUCTORY NOTES: Practice Presentation

DURATION

This section will take approximately 4 hours and 30 minutes.

**INSTRUCTOR
PREPARATION**

You will need the following materials:

- Slides: 6.1: Practice Presentation
6.2: Practice Presentation Summary
 - Videos for *NAME OF COURSE* (if applicable)
 - Eight Observation Checklists
 - Slides for *NAME OF COURSE*
-

**SECTION
OBJECTIVE**

Using material from the course *NAME OF COURSE*, use the Participants Guide, slides, and videos to present/instruct for 15 minutes.

**EVALUATION OF
STUDENT
COMPREHENSION**

Using the Observation Checklist, the instructor will observe the participants as they conduct 15-minute presentations. The participants will be given feedback and will also be allowed to give another presentation to cover the areas that were found lacking.

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Practice Presentation

This section will consist of the practice presentations delivered by the participants.

The participant will present 15 minutes of material from NAME OF COURSE. The participant will demonstrate his/her skills in the following areas:

- Content expertise
- Communication and presentation
- Question-and-answer and feedback
- Review techniques
- Managing the learning environment

The participants that are observing the presentation will act as the target population. The "participants" will ask questions, respond to questions, and participate as if they were actual participants.

Using a checklist, the instructor trainer will observe the participant who is giving the presentation. The instructor trainer will note proficiencies and deficiencies in the presentation and provide feedback at the end of the presentation. The "participants" will also be allowed to comment upon the presentation and provide feedback to the participant-instructor.

After evaluation of the presentation, the participant-instructor will be allowed to present again the part of the presentation that showed deficiencies.

(More on next page.)

LECTURE *State the objective of this section to give the participants a feel for the material to be covered. Show the slide so participants can follow along.*

SLIDE 6.1 **OBJECTIVE:** Using material from the *NAME OF COURSE*, use the Participants Guide, slides, and videos to present/instruct for 15 minutes.

Call on participants individually to make a 15-minute presentation. They may use their own course guides, and you can provide them with the slides and videos.

Use the observation checklist to make comments on the participant's presentation. When the presentation is complete, provide feedback to the participant and allow him/her to present again any part of the presentation that showed deficiencies.

You may also solicit comments from the "participants," but be careful to monitor and revise their comments so that they are positive and constructive to the participant.

LECTURE **Section Summary**

SLIDE 6.2 **Practice Presentation Summary**

Using the slide, list the topics that were covered in this section. When done, ask the participants whether they have any questions or anything they want clarified.

SECTION 7:

SELF-EVALUATION

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INTRODUCTORY NOTES: Self-Evaluation

DURATION

This section will take approximately 45 minutes.

**INSTRUCTOR
PREPARATION**

You will need the following materials:

- Slides: 7.1: Self-Evaluation
7.2: Self-Evaluation Summary
-

**SECTION
OBJECTIVE**

Evaluate whether or not the delivery (instruction) was appropriate and effective.

**EVALUATION OF
STUDENT
COMPREHENSION**

Role-plays are embedded throughout this section to measure whether or not participants have comprehended the material.

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Self-Evaluation

LECTURE *State the objective of this section to give the participants a feel for the material to be covered. Show the slide so participants can follow along.*

SLIDE 7.1 **OBJECTIVE:** Evaluate whether or not the delivery (instruction) was appropriate and effective.

LECTURE **Evaluation of Changes to Instructional Design During Delivery**

- Justify all modifications to materials:
 - What caused you to make the modification?
 - What options did you have?
 - What was the result?
 - Evaluate whether or not the changes comply with instructional objectives.
 - Evaluate whether or not the changes were consistent with the overall teaching strategy.
-

DEMONSTRATE *The instructor trainer will give several examples of making changes to the material during a presentation.*

LECTURE **Evaluate Instructor Performance**

- Ability to analyze learning materials
 - Do transitions between topics make sense? Does the material flow or does it seem choppy?
 - Is the depth of information appropriate: too much or too little detail?
-

(More on next page.)

Evaluate Instructor Performance (continued)

- Ability to analyze information from the participants
 - Nonverbal information
 - Loss of eye contact
 - Bored and indifferent expressions
 - Body language (leaning forward/backward, yawning)
 - Lack of questions and participation
 - Verbal information
 - Types of questions from the participants: that is, "What do you mean by that?"
 - Other interactions such as comments or side conversations
- Ability to demonstrate presentation skills and communicate effectively to the level of the participants
 - Level of information overly technical/detailed or too simplistic
 - Monotone in voice
 - Fast pace
 - Good diction
 - Distracting mannerisms
 - Facing the participants
- Ability to demonstrate proper personal conduct
 - Appropriate language for the audience
 - Observance of EEO rules
- Ability to use appropriate question-and-answer techniques and to provide effective feedback
 - Did the participants get the question correct after the feedback was provided?
 - Were the participants receptive to feedback?

(More on next page.)

Evaluate Instructor Performance (continued)

- Ability to manage the learning environment
 - Side conversations
 - Student attention: are they yawning or are they actively listening?
 - Are participants participating (asking questions, making comments)?
- Ability to use the media and hardware effectively
 - Negative comments about the media? (Focus, volume, lighting)
 - Is the media distracting rather than contributing to the learning process?

DEMONSTRATE

The instructor trainer will give a presentation and demonstrate the evaluation process in each of the above categories. Trainees will be given the opportunity to evaluate and criticize the instructor trainer's performance. For the presentation, the instructor trainer will use material from Section n of NAME OF COURSE.

LECTURE

Section Summary

SLIDE 7.2

Self-Evaluation Summary

Show the slide and list the topics that were covered in this section. When done, ask the participants whether they have any questions or anything they want clarified.

- Evaluation of Changes to Instructional Design
- Evaluate Instructor Performance

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SECTION 8:

**ADMINISTRATIVE
DETAILS**

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INTRODUCTORY NOTES: Administrative Details

DURATION

This section will take approximately 30 minutes.

**INSTRUCTOR
PREPARATION**

You will need the following materials:

- Slides: 8.1: Administrative Details
8.2: Administrative Details Summary
-

**SECTION
OBJECTIVE**

Identify the characteristics and behaviors of drivers and driving performance is affected.

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Administrative Details

LECTURE *State the objective of this section to give the participants a feel for the material to be covered. Show the slide so participants can follow along.*

SLIDE 8.1 **OBJECTIVE:** Handle the administrative details of the course.

LECTURE **Administrative Details**

- Different Attendance (handled according to the policy of R&D)
 - Registration (handled according to the policy of R&D)
 - Administering Tests
 - Allowances should be made regarding language difficulties, physical impairments, or reading and writing skills as determined by school policy.
 - Instructions should be clear, concise, and accurate.
 - Instructor should be available at all times to assist participants having difficulty understanding questions. (At this time, go through the test questions with the participants.)
 - Evaluating Tests (handled according to the policy of R&D, but it is intended that no participant will grade his/her own examination)
 - Certificates of completion
-

LECTURE

Section Summary

SLIDE 8.2

Administrative Details Summary

Show the slide and list the topics that were covered in this section. When done, ask the participants whether they have any questions or anything they want clarified.

- Administrative Details
-

SECTION 9:

**SUMMARY AND
COMPREHENSIVE
EXAMINATION**

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INTRODUCTORY NOTES: Summary and Comprehensive Examination

DURATION

This section will take approximately 30 minutes.

**INSTRUCTOR
PREPARATION**

You will need the following materials:

- Slides: 9.1: Section Objectives
9.2: Section Objectives (continued)
 - Eight Comprehensive Examinations
-

**SECTION
OBJECTIVE**

Review the section objectives, highlighting the main points and preparing the participants for the comprehensive examination.

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Summary and Comprehensive Examination

LECTURE

State the objective of this section to give the participants a feel for the material to be covered. Show the slide so participants can follow along.

SLIDES 9.1
AND 9.2

OBJECTIVE: Review the section objectives, highlighting the main points and preparing the participants for the comprehensive examination.

LECTURE

Course Summary

Use the slide to list the objective of each section. Refer below to the bulleted items that list the main topics of each section. As you proceed through each section, ask the participants whether they have any questions or anything they want clarified.

- **SECTION 2:** Prepare yourself, the materials, and the facilities for conducting the course *NAME OF COURSE*.
 - Instructor Preparation
 - Materials Preparation
 - Facilities Preparation

 - **SECTION 3:** Demonstrate proper techniques of instruction: communication skills, presentation skills, question-and-answer skills, review techniques, and effective media usage.
 - Communication Skills
 - Presentation Skills
 - Question-and-Answer Skills
 - Organizing the Presentation
-

Course Summary (continued)

- **SECTION 4:** Properly manage the learning environment to create an atmosphere conducive to learning.
 - Breaking the Ice
 - Establish and Maintain Instructor Credibility
 - Manage Time Appropriately
 - Handle Inappropriate Student Behavior

- **SECTION 5:** Using the *Participants Guide* for *NAME OF COURSE*, slides, and videos, cover how to teach *NAME OF COURSE*.

- **SECTION 6:** Using material from the course *NAME OF COURSE*, use the Course Guide, slides, and videos to present/instruct for 15 minutes.

- **SECTION 7:** Evaluate whether or not the delivery (instruction) was appropriate and effective.
 - Evaluate Changes to Instructional Materials
 - Evaluate Instructor Performance

- **SECTION 8:** Handle the administrative details of the course.

HANDOUT

Comprehensive Examination

Pass out the Comprehensive Examination to the participants. Ask whether any participants will have any trouble reading the questions or writing the answers. If so, administer the test orally to those participant(s). Explain that the test should take about 15 minutes and consists of a combination of multiple-choice and short-answer questions.

There are 20 questions, and the minimum passing score is 70%. This means that each question is worth 5 points, and that the maximum number of wrong questions can be 5.

If any participant fails the examination, the instructor will provide one-on-one remediation. At the end of the remediation, the participant is allowed to retake the test.

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