



# Instructor Development Workshop

MGT-323

Pre-Course Packet

*Version 3.1*



FEMA



## Copyright Information

*Instructor Development Workshop*

© National Center for Biomedical Research and Training, Academy of Counter-Terrorist Education, Louisiana State University and A&M College 2014

All Rights Reserved. Third Edition 2014

This Printing: September 2014

Printed in the United States of America.

Reproduction of this document, in whole, or in part, in any form or by any means—graphic, electronic, or mechanical, including photocopying, digital copying, recording, taping, or Web distribution or information storage and retrieval systems—is strictly prohibited.

This project was supported by Cooperative Agreement Number EMW-2013-CA-K00163 administered by the US Department of Homeland Security. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the US Department of Homeland Security.

Department of Homeland Security reserves a royalty-free, non-exclusive, and irrevocable license to reproduce, publish, or otherwise use, and authorize others to use, for federal government purposes: (1) the copyright in any work developed under an award or sub-award; and (2) any rights of copyright to which a recipient or sub-recipient purchases ownership with federal support.

FEMA's National Training and Education Division (NTED) offers a full catalog of courses at no-cost to help build critical skills that responders need to function effectively in mass-consequence events. Course subjects range from weapons of mass destruction (WMD) terrorism, cyber security, and agro terrorism to citizen preparedness and public works. NTED courses include multiple delivery methods: instructor-led (direct deliveries), train-the-trainer (indirect deliveries), customized (conferences and seminars), and web-based. Instructor-led courses are offered in residence (at a training facility) or through mobile programs, in which courses are brought to state and local jurisdictions that request the training. A full list of NTED courses can be found at <http://www.firstrespondertraining.gov>.

## Table of Contents

---

Course Agenda .....	1
Instructor Self-Assessment Form.....	3
Preparing for Teachbacks I and II .....	5
The ibstpi® Instructor Competencies.....	9
Teachback Template.....	11
Teachback Assessment Form.....	13



## Course Agenda

Instructor Development Workshop (IDW)				
	Day 1	Day 2	Day 3	
8:00–8:30	Module 1: Course Overview	Module 5b: Teachback I	Module 8: Teachback II	
8:30–9:00				
9:00–9:30				
9:30–10:00				
10:00–10:30	Module 2: The Adult Learner	Module 6: Instructional Strategies That Enhance Learning	Module 9: Classroom Challenges	
10:30–11:00				
11:00–11:30				
11:30–12:00				
12:00–12:30	Lunch	Lunch	Lunch	
12:30–1:00				
1:00–1:30	Module 3: Instructor Effectiveness and Core Competencies	Module 6: Instructional Strategies That Enhance Learning	Module 10: Course Review and Personal Professional Development Plan	
1:30–2:00				
2:00–2:30	Module 4: Presentation Skills and Techniques		Module 7: Accommodating Learner Differences	Module 11: Testing and Evaluation
2:30–3:00				
3:00–3:30				
3:30–4:00				
4:00–4:30	Module 5a: Preparation for Teachback I	Module 7: Accommodating Learner Differences	Module 11: Testing and Evaluation	
4:30–5:00				



## **Instructor Self-Assessment Form**

---

Each participant should complete the self-assessment on the following page before the first class day. Participants should bring their completed self-assessments to the first day of class.

## Instructor Self-Assessment

---

Name \_\_\_\_\_ Date: \_\_\_\_\_

1. The subject matter I enjoy teaching most is \_\_\_\_\_.
2. I communicate my credibility in this subject matter by \_\_\_\_\_  
\_\_\_\_\_.
3. I am most comfortable using the following instructional tools and technologies when I teach: \_\_\_\_\_.
4. I am least comfortable using the following instructional tools and technologies when I teach: \_\_\_\_\_.
5. I am most comfortable using the following instructional method when I teach: \_\_\_\_\_  
\_\_\_\_\_.
6. I apply the principles of adult learning when I teach by \_\_\_\_\_  
\_\_\_\_\_.
7. I motivate participants by \_\_\_\_\_  
\_\_\_\_\_.
8. I create a learner-centered environment by \_\_\_\_\_  
\_\_\_\_\_.
9. I practice effective time management in the classroom in the following ways: \_\_\_\_\_  
\_\_\_\_\_.
10. I encourage participation in the classes I teach by \_\_\_\_\_  
\_\_\_\_\_.
11. I believe that my strengths as a professional instructor are \_\_\_\_\_  
\_\_\_\_\_.

Considering the reflections above, I would like to gain additional skills and understandings in these areas to enhance my effectiveness as an instructor:

## Preparing for Teachbacks I and II

---

Participants of the *Instructor Development Workshop* (IDW) must successfully complete two teachbacks to fulfill the requirements of the course.

During the teachbacks, instructors and participants act as learners and assessors, providing feedback on the effectiveness of each presentation on the Teachback Assessment Form. In Teachback I, you will present a 10-minute portion of a lesson (taught previously) to a course instructor and a small group of participant peers; they will provide feedback to you on your presentation. In Teachback II, you will be given 15 minutes to teach the same portion of the lesson to the same instructor and small group of peers, but this time with the benefit of having received detailed feedback from Teachback I.

### Successfully Completing the Teachbacks

To successfully pass this course, participants must receive no more than three assessments of *Not Met* in the eight categories in the Teachback II delivery (on the IDW instructor's Teachback Assessment Form).

### Before the Course Begins

- Choose a 10-minute section within a module taught previously, or a 10-minute presentation on a specific host agency or institution course module consistent with your real-world course assignments.<sup>1</sup> **Class time will not be available for participants to create their presentations.**
- As you prepare, review the ibstpi® Instructor Competencies (page 9) and the Teachback Assessment Form (page 13) included in this document to understand how the instructor and your peers will critique your presentation.
- Plan to engage the audience in some manner (such as through effective questioning or facilitating a discussion or activity). Lecturing without involving the audience will not satisfy the goal of this exercise.
- If you plan to use handouts, bring 10 copies for your group to use for each session (20 total).
- Practice aloud for better voice, timing, and pace.
- The following equipment will be available for use during these presentations:
  - A whiteboard or easel pads
  - Black and color markers
  - A laptop computer with presentation software (such as PowerPoint and Windows Media Player) and CDROM and USB capabilities
  - A projector and screen

---

<sup>1</sup> If no such course exists or the situation does not apply, you should use a security-related topic of your choice and prepare a 10-minute presentation, including PowerPoint slides or some other form of visual aid.

## Helpful Hints and Guidelines

- Do not condense an entire module into 10 minutes, but instead teach only a 10-minute portion of the module, as if you were being observed for 10 minutes of a normal class delivery.
- Assume your audience for the teachbacks consists of those persons who would normally receive this instruction, not the IDW participants themselves. Therefore, you can assume they have the background and prior knowledge that typical participants would have at this point in your instruction.
- Be prepared to present the section in sequence, as would be typical of a normal presentation, using any slides or job aids that relate to that portion of instruction. Try to use instructional aids (such as PowerPoint, easel pads, and handouts) that satisfy the variety of learning preferences and styles of your audience.
- Begin the lesson with an introduction, or if the lesson you are presenting begins in the middle of a unit, with a transition statement.
- Be sure to include a WIIFM (“What’s in it for me?”) or a hook to ensure audience buy-in. (Why is this content relevant to your participants?)
- Be sure that the objectives or the key point of what you are teaching is clear.
- Determine how you will ensure that learning has occurred. As you move through the lesson, incorporate some checks for understanding, monitoring participants to check that learning is occurring.
  - This may be in the form of questioning, quick status checks, or other feedback
- Plan to leave a couple of minutes at the end of the presentation for participant questions.



**Key Point:** A successful teachback is effective, is appropriate for the subject matter, and accomplishes a specific teaching objective within the time limit.

Exceptional instructors make the information relevant and involve the learners. Make your presentation learner-centered.

## Teachback I

On the morning of Day 2, you will present your 10-minute portion of a module to one instructor and a small group of participant peers. Teachback I will be conducted as follows:

12. Before beginning the presentation, you will give the instructor a completed Teachback Template (page 11). This form identifies the WIIFM statement you will use at the beginning of the presentation, learning objectives for the lesson, how you plan to engage with learners, and how you will verify that learning has occurred.
13. During and after your presentation, the instructor and your peers will complete a Teachback Assessment Form critiquing your presentation.
14. After each presentation, instructors will facilitate discussion among the group on the effectiveness of the presentation (not of the topic). You and your peers will have the opportunity to comment on your instructional style and identify strengths and weaknesses of the presentation.

15. The instructor and your peers will give you the assessment forms they completed for your presentation. You will have an opportunity to meet with instructors individually before the end of the course to discuss the assessments.

### Helpful Hints and Guidelines

- Draw in class participation by referring to participants' tent name cards and calling participants by name.
- Presentations will be digitally video-recorded. You will receive the only copy of your presentation on a USB flash drive. In the afternoon of Day 2, you will have an opportunity to privately view your presentation to further assess your instructional style and techniques in preparation for Teachback II.

### Teachback II

Participants are to use the same portion of the same lesson for Teachback II that was presented in Teachback I. Because Teachback II will occur on the morning of Day 3, you will have an opportunity in the afternoon of Day 2 to reflect on your Teachback I performance and make plans to improve your presentation of Teachback II by

- privately viewing the video recording of your Teachback I presentation,
- reviewing the Teachback Assessment Forms that the instructor and your peers completed for your Teachback I,
- incorporating lessons learned from Days 1 and 2 of class instruction, and
- having access to your group members and instructor during the working period.

Recall that Teachback II will be 15 minutes long, which is five minutes longer than Teachback I. The additional time is included to provide an opportunity for more learner engagement and interaction.

Teachback II will be conducted in the same manner as Teachback I.

1. Before beginning the presentation, you will give the instructor a completed Teachback Template (page 11). This form identifies the WIIFM statement you will use at the beginning of the presentation, learning objectives for the lesson, how you plan to engage with learners, and how you will verify that learning has occurred. Also on this form, you will explain what skills you will be enhancing for Teachback II.
2. During and after your presentation, the instructor and your peers will complete a Teachback Assessment Form critiquing your presentation.
3. After each presentation, instructors will facilitate discussion among the group on the effectiveness of the presentation (not of the topic). You and your peers will have the opportunity to comment on your instructional style and identify strengths and weaknesses of the presentation.
4. The instructor and your peers will give you the assessment forms they completed for your presentation. You will have an opportunity to meet with instructors individually before the end of the course to discuss the assessments.

**Helpful Hints and Guidelines**

- While presenting, assume that the audience is whoever you normally teach—not the IDW instructor and participants.
- Draw in class participation by referring to participants' tent name cards and calling participants by name.
- Presentations will be digitally video-recorded. You will receive the only copy of your presentation on a USB flash drive. Although class time is not provided for you to view your video recording for Teachback II, you are encouraged to use this resource to further assess your instructional styles and techniques after class is completed.

## The ibstpi® Instructor Competencies

---

The National Center for Biomedical Research and Training (NCBRT) has adopted the following instructor competencies from the International Board of Standards for Training, Performance, and Instruction (ibstpi®).<sup>2</sup> Participants are encouraged to consider these areas during their teachback preparations.

### Domain One: Professional Foundations

1. Communicate effectively
2. Update and improve one's professional knowledge and skills
3. Comply with established ethical and legal standards
4. Establish and maintain professional credibility

### Domain Two: Planning and Preparation

5. Plan instructional methods and materials
6. Prepare for instruction

### Domain Three: Instructional Methods and Strategies

7. Stimulate and sustain learner motivation and engagement
8. Demonstrate effective presentation skills
9. Demonstrate effective facilitation skills
10. Demonstrate effective questioning skills
11. Provide clarification and feedback
12. Promote retention of knowledge and skills
13. Promote transfer of knowledge and skills
14. Use media and technology to enhance learning and performance

### Domain Four: Assessment and Evaluation

15. Assess learning and performance
16. Evaluate instructional effectiveness

### Domain Five: Management

17. Manage an environment that fosters learning and performance
18. Manage the instructional process through the appropriate use of technology

---

<sup>2</sup> ibstpi® 2013 Trademarked by ibstpi. *This standards set is for personal use only.* Permission required for reproduction. See: <http://ibstpi.org/>



## Teachback Template

---

Participant Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Check one:     Teachback I                       Teachback II

**WIIFM Statement:**

--

**Learning Objective(s)**

--

**How do you plan to engage with your learners?**

--

**How will you verify learning has occurred?**

--

***Teachback II only:* What skills do you plan to enhance in this teachback?**

--



### Teachback Assessment Form

Instructor:
Assessor:
Date:
Location:
<input type="checkbox"/> Teachback I <span style="margin-left: 100px;"><input type="checkbox"/> Teachback II</span>

**1. Communicate effectively**

Met
  Acceptable w/Recommendations
  Not Met
  N/O

Comments:

**2. Demonstrate professionalism and ethical conduct**

Met
  Acceptable w/Recommendations
  Not Met
  N/O

Comments:

**3. Establish and maintain professional credibility**

Met
  Acceptable w/Recommendations
  Not Met
  N/O

Comments:

**4. Stimulate and sustain learner motivation and engagement**

Met
  Acceptable w/Recommendations
  Not Met
  N/O

Comments:

**Assessment Scale:** **Met**—The standard is fully satisfied. **Acceptable with Recommendations**—The standard is met, but recommendations are offered to facilitate improvement in specific areas. **Not Met**—The standard is not met. **N/O**—Not observed or not applicable.

Instructor Development Workshop

Teachback Assessment Form

<b>5. Demonstrate effective presentation skills</b>			
<input type="checkbox"/> Met	<input type="checkbox"/> Acceptable w/Recommendations	<input type="checkbox"/> Not Met	<input type="checkbox"/> N/O
Comments:			
<b>6. Demonstrate effective facilitation skills</b>			
<input type="checkbox"/> Met	<input type="checkbox"/> Acceptable w/Recommendations	<input type="checkbox"/> Not Met	<input type="checkbox"/> N/O
Comments:			
<b>7. Demonstrate effective questioning and feedback skills</b>			
<input type="checkbox"/> Met	<input type="checkbox"/> Acceptable w/Recommendations	<input type="checkbox"/> Not Met	<input type="checkbox"/> N/O
Comments:			
<b>8. Use media and technology effectively and appropriately</b>			
<input type="checkbox"/> Met	<input type="checkbox"/> Acceptable w/Recommendations	<input type="checkbox"/> Not Met	<input type="checkbox"/> N/O
Comments:			
<b>Additional Comments and Recommendations</b>			

**Assessment Scale: Met**—The standard is fully satisfied. **Acceptable with Recommendations**—The standard is met, but recommendations are offered to facilitate improvement in specific areas. **Not Met**—The standard is not met. **N/O**—Not observed or not applicable.