

**ENHANCED INSTRUCTOR TRAINING  
PERFORMANCE OBJECTIVES  
2006-2007**



**SEGMENT 1: ROLES OF INSTRUCTORS**

1. List the roles expected of instructors.
2. List and describe five characteristics of excellent instructors.
3. Structure verbal debriefing sessions into lesson plans to extend and reinforce learning from training activities.

**SEGMENT 2: ADULT LEARNING PRINCIPLES**

4. List the principles of adult learning.
5. Describe the adult learning environment.
6. Demonstrate adult learning principles in simulated classroom activities.

**SEGMENT 3: ADULT LEARNING STYLES**

7. Classify their preferred learning mode as visual, auditory, or kinesthetic.
8. Classify their preferred learning mode according to brain dominance theory.
9. Determine the learner characteristics of their own learning style according to the Learning Type Measure.
10. Describe the learner characteristics of the other three learning styles (LTM).
11. Discuss the implications of learning styles for the design and delivery of training.

**SEGMENT 4: PERFORMANCE OBJECTIVES**

12. Create performance objective statements for the cognitive, affective, and psychomotor domains.
13. Develop performance objective statements which direct training to higher levels of learning.
14. Describe implications of stated performance objectives for training activity and evaluation activity design.

**SEGMENT 5: INSTRUCTIONAL METHODS I**

15. Discuss twenty-nine instructional methods.

**SEGMENT 6: FACILITATION OF DISCUSSIONS**

16. Recognize training techniques that enhance discussions and cause them to be productive learning experiences.
17. Incorporate discussion techniques into the lesson plan being developed for the final project.  
\*\* Structure verbal debriefing sessions into lesson plans to extend and reinforce learning from training activities (see Roles #3).

**SEGMENT 7: LESSON PLANS**

**ITIP:**

18. Describe the purpose and function of the component parts of the ITIP lesson plan.
19. Explain how components of the ITIP lesson plan may be structured to meet the needs of learners of the four different styles.

20. Outline an ITIP lesson to meet the learning needs of all four styles.
21. Prepare and present a lesson plan using one of the following methods (case study, role play, problem-based, or games).
22. Practice chunking an existing lesson plan into 15-minute lecturettes, group activities, and a closing that checks for learner comprehension (understanding).
23. Critique an existing lesson plan and make changes to meet the needs of various types/styles of learners.

#### **Converting Traditional to Facilitative:**

24. List the methodologies and techniques to design a facilitative lesson plan or group project.
25. Demonstrate the structured and practical means of giving feedback to one another as they prepare and present this lesson plan.

#### **SEGMENT 8: TRAINING LIABILITY ISSUES**

26. List two reasons why law enforcement and corrections train their personnel.
27. Discuss the legal standard for training claims where you and your agency may be held liable.
28. Discuss the relationship between agency policy, training, supervision, and accountability in the development of training programs.
29. Explain the steps in the training documentation process.

#### **SEGMENT 9: FACILITATING GROUP DYNAMICS**

30. Apply facilitator behaviors to the four team-development stages.
31. Analyze how group and individual members typically make decisions.

#### **SEGMENT 10: COMMUNICATION AND PRESENTATION SKILLS**

32. Use verbal and non-verbal language.
33. Practice using tone of voice and rate to communicate effectively.
34. Present a two-minute impromptu presentation on any topic.  
\*\* Present a 15-minute work-related lesson to the class to be videotaped (see Practical #56).

#### **SEGMENT 11: COACHING**

35. Explain the impact of coaching on learning and transfer of learning to job performance.
36. Identify skills trainers must have to be effective coaches.
37. Present a one-to-five minute skill demonstration.
38. Practice coaching 1-2 students to perform the skill demonstrated in the previous objective.

#### **MODULE 12: INSTRUCTIONAL METHODS II**

39. Participate in a group learning activity involving problem-based or critical thinking skills.
40. Prepare and present one of the following instructional methods (role-play, case study, game or problem-based learning to the class.

#### **SEGMENT 13: TRAINING AIDS**

41. Practice using training aids including easel pad, overhead projector, chalk/whiteboard, posters, video camera, and VCR/videotape.
42. Formulate a rationale for using selected training aids in the lesson plan they are developing for the final presentation.
43. Produce at least two training aids to use in the lesson presented at the end of the course.

## **SEGMENT 14: ASSESS GROUP/INDIVIDUAL LEARNING**

### **Test Instruments:**

44. Identify the purposes of testing and types of assessment instruments.
45. Construct written tests for knowledge acquisition (cognitive domain).
46. Construct performance checklists to assess psychomotor skills.

### **Assess Group Learning:**

47. Establish criteria to determine competencies of individuals and groups.
48. Given group discussion, describe how each member's contribution fits into the group's overall efforts.

## **SEGMENT 15: CLASSROOM CONTROL ISSUES**

49. Compare five physical layouts for a classroom as each pertains to methods of instruction.
50. Explain effective instructor behaviors as they relate to class management.
51. Based on case study, determine appropriate interventions for specific classroom management situations.

## **SEGMENT 16: EVALUATION METHODS**

52. Compare the four levels of evaluation used in training programs.
  53. Critique an evaluation instrument to measure reaction (Level 1).
  54. Critique an evaluation instrument to measure learning (Level 2).
- \*\* Evaluate peer teaching/training sessions (see Practical # 57).

## **SEGMENT 17: TEACHING STYLES**

55. Determine his/her own teaching style preference and its likely impact on learners of different types.
56. Identify areas where he/she needs to add techniques and skills to their personal instructional repertoire in order to meet the needs of all learning styles.

## **SEGMENT 18: PRACTICAL**

57. Present a 15-minute work related lesson to the class to be videotaped.
58. Evaluate peer teaching/training sessions.
59. Use evaluation feedback from your own teaching session to make changes to the lesson plan design to increase student learning and transfer of learning.

## **END OF COURSE ACTIVITIES:**

1. Evaluate performance of course instructors.
2. Evaluate training after the course to determine if performance objectives have been met.