

Instructor Training Course Management Guide

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Instructor Training Course Management Guide

FOREWORD

As of January 2024, this is the most current edition of the *Course Management Guide: Instructor Training*. This guide has been developed with the help of numerous Instructor Training School Directors from around the state, the members of the Instructor Training Advisory Group, and staff members from both the North Carolina Criminal Justice Education and Training Standards Commission (NCCJETSC) and the North Carolina Justice Academy (NCJA).

This guide was developed to assist the Instructor Training School Director in preparing to deliver, the actual delivery of, and the post-delivery requirements associated with the Instructor Training Course. The Instructor Training program is fast-paced and time-intensive, not just for the instructor candidate but also for the school director. Understanding what is mandated by the North Carolina Administrative Code and required by the NCCJETSC can certainly make the process less stressful.

The Table of Contents provides page numbers for each section and sub-section to make locating information quicker and easier. Section X contains the Evaluation Forms and other forms for documenting performance, attendance, and instructor candidate participation. The required forms for the NCCJETSC have been included in Section XI for easy reference and links to where they can be obtained.

All things change, and nothing stays the same forever, including Instructor Training. Currently, there are 57 certified General Instructor School Directors and 28 certified General Instructor Qualified Assistants in North Carolina; this program is dependent upon each of you. If you find an error in this guide or in any lesson plan, or if you have any suggestions or recommendations, please contact the Instructor Training Curriculum Coordinator, Jessica Bullock Cook, at jbullock@ncdoj.gov.

The Instructor Training Advisory Group (Group) meets biannually at various locations across the state. The time, date, and location are posted by the Secretary of State's Office at https://www.sosnc.gov/online_services/calendar/Search. Please help the Group and the NCJA ensure that our Instructor Training Course in North Carolina remains the best in the nation.

INTRODUCTION

This Course Management Guide was prepared for the NCCJETSC by the NCJA to assist Instructor Training School Directors and Qualified Assistants with course preparation, delivery, and post requirements of the Instructor Training course. This guide is not designed to replace the North Carolina Administrative Code (NCAC) that governs Instructor Training and the school directors' responsibilities for course offerings of this program. This guide should be utilized only as a supplement to the NCAC and regulations that govern Instructor Training course offerings and the Certified school directors.

Should you have any questions or concerns about the offering of an Instructor Training course, please contact the staff of the NCCJETSC for clarification.

I. ACCREDITATION OF SCHOOLS/COURSES

As most institutions that desire to offer Instructor Training are already accredited to offer other NCCJETSC-approved courses, we will simply refer you to the North Carolina Administrative Code, 12 NCAC 09C .0401 Accreditation of Criminal Justice Schools.

II. FACILITIES

An accredited institution/agency must provide suitable facilities, equipment, materials, and supplies for comprehensive and qualitative course delivery, specifically including the following:

- A. A climate-controlled, well-lit, and ventilated classroom with a seating capacity sufficient to accommodate all attending trainees, specifically:
 - 1. Provide a minimum of 24 square feet of floor space per trainee;
 - 2. Provide over-head lighting measuring, at a minimum, between 50 to 70-foot candles at desktop level;
 - 3. Provide an adult-size table and chair for each trainee.
- B. Audio-visual equipment and other instructional devices, training aids, and supplies are beneficial to the delivery and development of effective training (12 NCAC 09B .0202 (a) (6)).
- C. A library for trainee's use covering the subject-matter areas relevant to the training course maintained with current material, and having sufficient materials available for student topic research (12 NCAC 09B .0202 (a) (6)).
- D. Sufficient availability to a computer lab or computers with internet access; access to the most current version of Microsoft Word; access to the most current version of PowerPoint; during and after

class hours for research and lesson plan development (12 NCAC 09B .0202 (a) (6)).

- E. A minimum of three classrooms for lesson plan presentations that meet the above requirements as identified in A and B above (12 NCAC 09B .0202 (a) (6)) to accommodate for maximum enrollment.

III. ADMINISTRATION OF SCHOOLS

Refer to 12 NCAC 09B .0201 Administration of Criminal Justice Schools in the North Carolina Administrative Code.

IV. ADMINISTRATION OF AN INSTRUCTOR TRAINING COURSE

A. Planning and Coordination

It is recommended that all development, planning, and coordination that goes into a planned delivery of Instructor Training be completed six weeks prior to the planned start date of the course offering. This will allow the school director sufficient time to complete and submit, as required by NCCJETSC, the course Pre-delivery Report of Instructor Training (F-10A ITC) at least 30 days prior to the course beginning (12 NCAC 09B .0202 (c) (3)).

The Instructor Training program has been revised to allow the number of hours of the program to be reflective of the number of students enrolled. Each block has the practical exercises broken down to reflect the time that each exercise will take based on the number of students enrolled. Please refer to the individual instructor lesson plans for a further breakdown. As a school director, you have the option to run the program longer than the listed timeframes.

B. Selection of Instructors

The school director must carefully select the instructional staff for Instructor Training. The instructors selected have to exemplify expert knowledge of the topic for which they have been selected to present, but they must also exemplify the proper and polished instructional characteristics taught in Instructor Training.

The school director must ensure that every instructor is currently certified by NCCJETSC (12 NCAC 09B .0202 (a) (2); 12 NCAC 09B .0301) and has successfully completed the Instructor Training Orientation course, conducted by the North Carolina Justice Academy (12 NCAC 09B .0202 (c) (2) (C)). If the instructor completed their orientation class prior to 1/1/2021, the instructor will also need to have sat through a Mandatory Instructor Training Update offered only through the North Carolina Justice Academy. If the instructor completed their orientation after 1/1/2021, the orientation materials have been updated; therefore, the instructor would not need to sit

through the update. It is also recommended that each instructor complete the required one-hour annual instructor refresher training for General Instructors (12 NCAC 09B .0303 (c)) and provide the school director with a copy of the certificate of successful completion prior to instructing in the current program. This action helps to demonstrate that the individual instructor is maintaining compliance with the Commission by complying with 12 NCAC 09B .0301 (c).

C. Lesson Plans

The administrative rule 12 NCAC 09B .0202 Responsibilities of the School Director specifies in subsection (a) (3) the requirement to “provide each instructor with a current Commission course outline and all necessary additional information concerning the instructor’s duties and responsibilities” (12 NCAC 09B .0202 (a) (3)).

These copyrighted lesson plans, both instructor and student versions, are only available from the North Carolina Justice Academy Bookstore. Each school director will be provided with the username and password to the Instructor Training Instructor Resource Page online. This resource page has the most up-to-date lesson plans, PowerPoint presentations, and handouts. School directors are responsible for checking the resource page before teaching a class to ensure that they and their instructors are teaching the most current curricula.

D. Audio-Visual Aids

The embedded instructional procedural notes found in the Instructor Training instructor lesson plans specify the use of PowerPoint slides, flip charts, and other training aids. The school director is not only responsible for providing the equipment for facilitating the use of these training aids but also for ensuring their functionality and ensuring that the instructor cadre is knowledgeable in their use (12 NCAC 09B .0202 (a) (6)).

A projection camera device is required during the Audio-Visual Aids block of instruction and should also be made available for the instructor candidates’ use during their presentation (12 NCAC 09B .0202 (a) (6)).

E. School Rules and Regulations

12 NCAC 09B .0202 Responsibilities of the School Director (a) (7) specifies that “the School Director shall: Develop, adopt, reproduce and distribute any supplemental rules and requirements determined by the school to be necessary or appropriate for: (A) effective course delivery; (B) establishing responsibilities and obligations of agencies or departments employing or sponsoring course trainees; and (C) regulating trainee participation and demeanor, ensuring trainee

attendance, and maintaining performance records” (12 NCAC 09B .0202 (a) (7) (A), (B), & (C)).

This allows for the establishment of such requirements as setting prerequisites for course attendance, setting a 100 percent attendance policy, and establishing a dress code requirement.

Any additional rules should be provided to the instructor candidate prior to the course start date and should be reviewed with each student during the Orientation block. It is recommended to have the student sign an acknowledgment and agreeance to abide by the rules.

F. Submission of Course Pre-delivery

Refer to 12 NCAC 09B .0202 Responsibilities of the School Director sub-section (c) (3) (A), (B), & (C).

G. Monitoring and Evaluation

Refer to 12 NCAC 09B .0202 Responsibilities of the School Director sub-section (a) (2), (3), (5), (6), (7), (9), (10), & (11).

H. Testing

The course begins with a mandated pretest. The pretest and answer key is provided to each school director on the Instructor Training Instructor Login webpage. The pretest is 100 randomly arranged questions and covers each section in the Instructor Training program. The course concludes with the mandated post-test. This test consists of the same questions as in the pretest. The test and the answer key are provided to the school directors. The administration of these tests serves several purposes. The pretest provides a starting point for the instructor candidate, and the post-test allows them to recognize the progress that has been achieved. A review of the test reveals to the instructor candidate the areas that need to be studied before sitting for the state exam. The post-test provides the agency/institution an opportunity to establish passing criteria for the course since the state exam has been separated from the course presentation.

In establishing a passing score for the post-test, it is recommended (but not required) to follow the criteria established for passing the state exam. This would allow an instructor candidate the opportunity for a re-test if they scored between 65 and 74; 75 is passing. This will allow an opportunity to re-test if they were unsuccessful on the first attempt.

It is of the utmost importance that the Instructor Training School Director strives to help maintain the integrity of the pre and post-test by not allowing their instructional staff to view or teach from the test. The questions come directly from the material and the

corresponding objectives for each topic. Instructional staff should teach the objectives in each block to help prepare the instructor candidates for the pre and post-test as well as the comprehensive state exam.

The instructor candidate is also required to prepare and present an instructor lesson plan on a topic approved by the school director. This topic should be criminal justice-related, not involve the use of firearms, and should not fall under any topic area that would require a Specialized Instructor certification (SCAT, PT, Haz-Mat, Driving, Firearms, Emergency Medicine, etc.). The instructor candidate must develop a corresponding PowerPoint presentation, six test questions (three different types) and, the answers that correspond with the course objectives, and any necessary handout material. To successfully complete these two separate requirements, the instructor candidate must reach a cumulative score of 80 or above for the developed lesson plan and a cumulative score of 100 or above for the presentation of the lesson plan.

I. Submission of Post-delivery

Refer to 12 NCAC 09B .0202 Responsibilities of the School Director sub-section (c) (4) (A), (B), (C), & (D).

V. INSTRUCTOR CANDIDATE PARTICIPATION AND PERFORMANCE REQUIREMENTS

A. Registration and Orientation

1. Course Enrollment

Refer to 12 NCAC 09B .0203 Admission of Trainees subsection (d) and 12 NCAC 09B .302 General Instructor Certification.

The individual agency/institution certified to offer Instructor Training can establish prerequisites for enrollment. These can be in the form of having the potential instructor candidate successfully complete a Microsoft Word and PowerPoint class. The agency/institution can also establish pre-assignments that demonstrate the instructor candidate's level of proficiency in these two areas. The agency/institution may establish prescribed reading assignments that should be completed before attending the course.

2. Instructor Candidate Orientation

The Course Orientation and Pretest block of instruction should be delivered by the school director or the qualified assistant of record and be the first block of instruction that is delivered. This assists the school director in complying

with 12 NCAC 09B .0202 Responsibilities of the School Director (a) (6) by checking the equipment used in instruction. If an instructor candidate has any questions arising from the specific school rules (12 NCAC 09B .0202 (7) (A), (B), & (C)), they can be directly addressed by the school director, and this fulfills the requirement of 12 NCAC 09B .0202 (a) (8).

3. Program Dismissal

One of the hardest topics to address is that of a floundering instructor candidate. It is not as difficult to dismiss an instructor candidate for cause (i.e., violation of institutional or program rules, habitual tardiness, absenteeism, plagiarism, terminal failure of the lesson plan, or the 70-minute presentation), which are all easily documented. Instructor Training is a rigorous and work-intensive program that requires dedication to get it right, as well as strong abilities in Word, PowerPoint, and presentation skills. Essentially, Instructor Training is not for everyone. The desire to be a criminal justice instructor may be there, but the skills necessary to complete this program successfully may not be. Sometimes, it is necessary to take an instructor candidate aside and explain the inability to recover that exists. Document and explain the cause(s) that exist thoroughly, and maybe the instructor candidate will decide to enroll in a subsequent offering of the program on their own accord.

B. Instructor Candidate Attendance

1. Refer to 12 NCAC 09B .0410 Criminal Justice Instructor Training Course (a) (1).
2. As this is a relatively short time-frame class, “a minimum of 38 hours of classroom instruction, as defined in Paragraph (a) of this Rule [12 NCAC 09B .0209], within 15-business days”, there is not sufficient time to allow for makeup work. An agency/institution may consider utilizing administrative code 12 NCAC 09B .0202 (a) (7) (A), (B), & (C) to establish a one-hundred (100) percent attendance requirement with no absenteeism or deviation from the scheduled class activities permitted.

C. Completion of Training (Performance Requirements)

1. Testing

As the state exam has been removed from the Instructor Training program, a mandatory post-test has been implemented in the *Course Closing* block of instruction. This block should be

conducted by the school director or qualified assistant of record. This will help maintain the integrity of the post-test. The use of this post-test allows for the agency/institution to establish course passing criteria without relying on the state exam. In establishing a passing score for the post-test, it is recommended to follow the criteria established for passing the state exam. This would allow an instructor candidate the opportunity for a re-test if they scored between 65 and 74; 75 is passing. This is consistent with the instructor candidate's opportunity to re-present their lesson plan a second time and a resubmission of the written lesson plan if they were unsuccessful on the first attempt. It is up to the school director as to whether or not they will require that students pass the post-test.

2. Practical Skill-Based Evaluations

Refer to 12 NCAC 09B .0410 Criminal Justice Instructor Training Course.

3. State Comprehensive Exam

Refer to 12 NCAC 09B .0413 Comprehensive Written Exam – Instructor Training. This objective-based written exam is comprised of 100 questions and has a two-hour time limit.

VI. DEVELOPMENT OF THE INSTRUCTOR TRAINING CURRICULUM

The curriculum for Instructor Training topics and lesson plans and any revisions are developed by the members of the Instructor Training Advisory Group. The lesson plans are then submitted to the Education & Training sub-committee of the NCCJETSC for approval or refusal of those lesson plans. These copyrighted materials are produced by and can be obtained from the North Carolina Justice Academy.

VII. MANAGING PRACTICAL DEMONSTRATIONS

In the block of instruction *Active Learning: Demonstrations and Practical Exercises*, there is a requirement that all instructor candidates prepare and deliver a 15-minute demonstration. The student's chosen demonstration does not have to relate to the instructor candidate's presentation or criminal justice. The students should be encouraged and allowed to be creative with their topics; however, their topics must be approved by the school director in advance to ensure that topics are chosen to meet the criteria and that they are appropriate. School directors should keep the following in mind:

- ALL demonstration topics shall be approved in advance by the school director;
- ALL demonstrations must be approved or denied approval 24 hours

in advance;

- NO firearms or weapons of any type are permitted;
- NO consumable alcohol or alcoholic beverages are permitted;
- NO lewd or lascivious acts of a sexual connotation are permitted;
- The instructor candidate should be advised of the gradable criteria during the lecture portion of the class and before the topic is approved;
- The instructor candidate is required to teach a skill, and at least one other student must demonstrate that they were taught this skill.

VIII. REVISIONS

If any revisions are recommended, the instructor should contact the Instructor Training Curriculum Coordinator, Jessica Bullock Cook, at jbullock@ncdoj.gov.

IX. COURSE DELIVERY

The following table indicates the necessary order of course delivery for all Instructor Training courses. Hours are not listed, as they are based on the number of students enrolled. A school director may find it necessary to increase the hours allotted for student performance activities based on the instructor/evaluator-to-student ratios and classroom availability.

TOPIC	
(1)	Orientation and Pretest
(2)	Instructional Systems Design (ISD)
(3)	Lesson Plan Development and Formatting
(4)	Lesson Plan Preparation: Professional Resources

The ISD block must be taught on two separate days.

The following table indicates the remaining classes that must be taught after the Lesson Plan Preparation: Professional Resources block. However, the school director has discretion in the order of these blocks. The school director should ensure that the blocks are taught in an order to maximize student learning. Also, the Instructional Styles and Platform Skills block should not be taught on a day that is the first day of the teaching week. For example, if your classes are only running during the weekdays, do not allow the Instructional Styles and Platform Skills block to be taught on a Monday, as the student lesson plans should only be given out one day before the student will present their section.

(5)	Criminal Justice Instructional Leadership
(6)	Law Enforcement Instructor Liabilities and Legal Responsibilities
(7)	Adult Learning
(8)	Instructional Styles and Platform Skills
(9)	Classroom Management
(10)	Active Learning: Demonstration and Practical Exercises
(11)	The Evaluation Process of Learning
(12)	Audio Visual Aids
(13)	Student 8-Minute Introductions and Video Critique
(14)	Student Performance: First 35-Minute Presentation
	Student Performance: Second 35-Minute Presentation
	Student Performance: Final 70-Minute Presentation
(15)	Course Closing and Post-test

The following is a description of each block of instruction. Make sure that the individual instructors follow and utilize the lesson plans as directed.

Unit 1: *Orientation and Pretest*

This block of instruction begins with the administering of a standardized pretest. The pretest will help establish a starting point of knowledge for the instructor candidate.

This block of instruction is used to take care of all administrative matters of the course as well as to give the participants an opportunity to meet one another. The school director has the choice between three introduction exercises detailed on the instructor notes page. Group norms will be discussed, as well as all the course requirements.

If the notebooks are not already put together for the students, the students should be provided with time to put their student books together. The notebook is reviewed. The participants are questioned to ensure they understand what is required of them over the course of the program. The course closes with an exercise designed to remind the instructor candidate of the importance of leaving distractions out of the classroom to assist the student in reaching their full potential in the class.

Unit 2: *Instructional Systems Design (ISD)*

This block of instruction presents the system's approach to instructional development. The five phases of the Instructional Systems Design (ISD) model are covered and discussed as a systematic process. The instructor will teach the instructor candidates how to incorporate the ISD model as they research and

write their own lesson plans. The impact and relevancy of Blooms' Taxonomy in course development is also discussed. Formatting of objectives has been incorporated into this block of instruction as a part of the development phase of the ISD model. This block must be taught over a period of two days.

Unit 3: *Law Enforcement Instructor Liabilities and Legal Responsibilities*

Those who train law enforcement officers assume a special responsibility. This unit discusses the practical aspects of civil litigation as experienced by the law enforcement trainer and reviews the general principles of legal liability imposed upon trainers. This unit also explains legal issues in lesson plan development regarding the use of copyrighted material.

Unit 4: *Criminal Justice Instructional Leadership*

This block of instruction introduces the instructor candidate to characteristics of successful leaders, styles of leadership, Maxwell's Levels of Leadership, the Pygmalion Effect, and a personality self-assessment.

Unit 5: *Lesson Plan Preparation: Professional Resources*

This block of instruction outlines various written resources available to law enforcement trainers. This unit also covers the correct procedures for documenting and citing references and endnotes. Handouts are provided that will aid the instructor and instructor candidate in properly formatting the references utilized and a new endnote style. The new style is designed to be less cumbersome.

Unit 6: *Lesson Plan Development and Formatting*

This block of instruction provides the instructor candidate guidance on how to develop a lesson plan in an orderly progression for effective delivery of their subject. With a properly constructed lesson plan, the instructor candidate is prompted, throughout this unit of instruction, about the importance of the order of the topics and subtopics, activities, demonstrations, questioning, use of visual aids, and examples. It is emphasized that the instructor candidate should base their lesson plan on solid, factual content, well-developed material, and presented in an organized manner to ensure a successful delivery.

The step-by-step development of the Academic Checklist and Lesson Plan, as provided within the lesson plan and/or in video form, should be utilized as a classroom exercise. Once the instructor candidate concludes this class, the instructor candidate should have a lesson plan template to follow to be utilized for the remainder of the class.

Students should not be given a template that is already created.

They must develop their own in this class. If someone else provided the student with a template, the student should not be allowed to use the previously created template.

Unit 7: Adult Learning

During this block of instruction, the student is exposed to a selection of learning theories, principles of adult learning, and conditions of motivation. There is a discussion on the differences between training and education, the value of multiple intelligences, and instructional tactics that can be used in the classroom to enhance and motivate student learning.

Unit 8: Instructional Styles & Platform Skills

This block of instruction contains two practical exercises designed to illustrate the necessity of being knowledgeable in the topic area the instructor candidate is presenting and the importance of delivery preparation. Relaxation techniques prior to presentation delivery and student engagement techniques are also discussed. The first exercise is a one-minute, one-word exercise. The directions for the exercise are located on the Instructor Notes page.

The second exercise is the 20-minute delivery of a prepared lesson plan. Packets of each lesson plan, along with the corresponding PowerPoints, have been created for the instructor. The instructor should make two copies of each packet – one for the student and one for the instructor evaluator. Pass the individual packets out to the instructor candidates the day before this block of instruction is to be conducted. The course instructor/evaluator also needs a copy of the lesson plan to follow along and complete the evaluation and feedback. The instructor candidate should utilize the lesson plan and teach the section of the lesson plan they have been provided as instructed. The classroom computer will need to have the PowerPoint presentations for each of the lesson plans loaded on it for the instructor candidate's use and the availability of a flip chart, Expo board, and markers. The ratio for the class presentations is 1:9 – one evaluator for every nine students maximum.

Unit 9: Classroom Management

This block of instruction provides the instructor candidate with information and techniques to establish a healthy, comfortable learning environment for his/her students while maintaining control and facilitating learning. New roleplaying practical exercises have been added. Be sure to review the Instructor Notes before class to ensure accurate completion of these role plays.

Unit 10: Active Learning: Demonstration and Practical Exercises

This block of instruction concentrates on how to develop and use demonstrations and practical exercises in instruction. The instructional candidate is required to develop and present a demonstration and to use the practical exercise guidelines if he/she chooses to conduct an exercise during his/her presentation. This block should be divided into three hours of lecture and five hours for the instructor candidate demonstrations. These two segments should be **conducted on separate days** in order to give the instructor candidate time to decide on his/her demonstration, prepare, and rehearse. The ratio for the class is 1:18 – one evaluator for every 18 students maximum.

Unit 11: *The Evaluation Process of Learning*

In the systems approach to instruction, evaluation is a continuous process. Evaluation of student achievement is determined whenever possible through criterion-referenced performance testing. Types of tests, characteristics of good tests, and the use of test results are also discussed. Instructor candidates are required to design test items for use in their lesson plans. Students are given time to write their test questions, directions for those tests, and associated answer keys. Before the student leaves the class, each student should have had time provided to write their directions, test questions, answer keys, and have their work reviewed by their instructor(s).

Unit 12: *Audio-Visual Aids*

Instructional media or audio-visual aids are used for better communication to appeal to additional senses, to economize time and effort, and for motivational purposes. This unit deals with the selection and development of training aids, the operation of media hardware, and practice in the correct use of aids in the instructional setting.

There are several embedded videos in the slideshow; each illustrates a particular function that can be used in PowerPoint development. All videos should be played in the block except for the Interactive Media videos – only one of the videos must be played from this section.

Unit 13: *Student Eight-Minute Introductions and Video Critique*

The purpose of this unit is two-fold: first, to give each instructor candidate an opportunity to speak in front of a group, presenting the introduction to their 70-minute lesson plan, and second, to video record each presentation so that each instructor candidate will have the opportunity to review their presentations. The ratio for the class is 1:18 – one evaluator for every 18 students maximum. Students should be given the opportunity to receive a copy of their recorded video. School directors may delete the videos of the student presentations after each student has viewed their video and had the opportunity to receive a copy

of their video. Students may not receive copies of other students' videos – only their own videos.

Unit 14: *Student Performance*

This unit is performance-oriented and divided into three segments. In the first segment, each student presents the first half of the 70-minute block of instruction. All procedures outlined in the evaluation sheet should be followed. Students should ensure that they are presenting information that supports their training objectives. Upon completion, an evaluation form is completed by the evaluator, and a copy is given to the instructor candidate. The class is divided into groups, with a maximum of six participants in each group. The instructor/evaluator should provide the students with detailed feedback concerning any positives and negatives of their performance.

In the second segment, the student will give the second half of the 70-minute block of instruction. Again, all procedures outlined in the evaluation sheet should be followed. Students should ensure that they are presenting information that supports their training objectives. Upon completion, the evaluator completes an evaluation form, and a copy is given to the instructor candidate. The class is divided into groups with a maximum ratio of six instructor candidates to one evaluator. The instructor/evaluator should provide the students with detailed feedback concerning any positives and negatives of their performance.

In the third segment, the student will give the 70-minute block of instruction to the group. Prior to presenting the information, the student will provide the evaluator with the required material for evaluation. Again, all procedures outlined in the evaluation sheet should be followed. Three different types of training aids are required during this presentation. Students should ensure that they are presenting information that supports their training objectives. The class is divided into groups with a maximum ratio of six instructor candidates to one evaluator. The instructor/evaluator should provide the students with feedback concerning their performance.

Unit 15 *Course Closing*

This unit is designed to provide the instructor candidate with greater detail on program evaluations. Time is provided for administering the mandatory course post-test, completing program evaluations, and completing the curriculum evaluation (if applicable). The unit also offers clarification, direction, and useful tips on the comprehensive state exam. A review is conducted using the lesson plans. Reminders are also provided concerning what the instructor should do next upon successful completion of the state examination.