

Second Year I Group Participant Assignments & Items to Bring to NTI

Your assignment that must be completed before arriving at the National Training Institute is contained in the six pages following this letter. The assignment is that you will be developing instructional material from your own teaching situation. You will need to bring any material that you might anticipate using in the development of your lesson (special tools, reference materials, examples, etc.) You will be presenting this lesson on Monday. Be sure to read all of the information and follow each step. In order to complete this lesson plan, you will need to use your First Year Instructor Training material as a reference.

As a second year participant, your focus will be on two courses, “Planning and Presenting Related Information” and “Using Instructional Technology”. In order for you to arrive prepared, we have compiled a list of items that you might consider bringing.

What to bring: (If you do not have these items, equipment will be available for you to use on-site; however many participants prefer to bring their own.)

- Laptop computer running Windows XP (Professional or Home Edition) with 802.11g (and 802.11b) wireless capability
- MS Office XP (must have Word, PowerPoint, and Excel)
- CD burner (capability to record CD-R media)
- Digital Camera with cables
- It would be very helpful to be familiar with: fundamentals of MS Word, PowerPoint, basic file operations (copying files from one storage media to another), Windows desktop and menu system, and navigating the World Wide Web

Note: Your first class will begin on Sunday at 10:00 a.m. This time will be used to discuss and review the Professional Development Portfolio. Further details will be in the Schedule Booklet.

Prepare a Manipulative Skill Lesson Plan (Demonstration) to be Presented and Critiqued During Course #20 at the NTI

Introduction

This assignment is comprehensive in that it ties together most of what you were taught in the first year of the NJATC National Training Institute (NTI). It is important that you demonstrate your knowledge and ability to develop measurable objectives, prepare a skill lesson that focuses on student accomplishment, utilizes the senses of your students, and uses the 4-step teaching method. The lesson should also uphold the standards of the trade and be presented in a professional manner. While this may seem like an "old hat" exercise, it requires documentation that you have done all that is possible to prepare and present a demonstration to your student(s). A demonstration is a lesson that requires the development of skill using tools, materials and focuses on a hands-on manipulative skill such as the use of a wire stripper, VOM, or some other device or tool related to the electrical trade.

References:

First Year Instructor Training Student Notebook. NJATC, 2005.
Handouts for the 1st year of the NTI
Cheek, Gerald, Basic Ideas for Electrical Instructors. NJATC, 1989.
Lesson Plan Check Sheet, Lesson Plan Format, Demonstration Rubric, and Things to Remember About Using The Demonstration Method
Instructional materials previously used or purchased.

Assignment: Prepare and teach a lesson.

1. Review your handouts and notes from the NJATC Instructor Training Institute.
2. Using the attached copy of the Lesson Plan format or one that is used by your JATC, develop the necessary elements of a lesson plan to teach an apprentice a simple manipulative skill. If possible, select a skill that you normally teach in your classroom, laboratory, or on the job.
3. **Write a performance objective** for the skill lesson that includes the **performance, conditions, and standard**.
4. **Develop a lesson plan** that meets the following criteria:
 - a. Be at least 5 minutes, but no longer than 7 minutes in length.
 - b. Use the objective written in #3 above.
 - c. Use the 4-step method of teaching including (Preparation, Presentation, Application, Follow-up / Testing).
 - d. Typed on attached lesson plan format or provided by the NJATC or your JATC (2 copies).
5. Critique your lesson plan using the provided **Lesson Plan Check List**.
6. The lesson will **utilize the actual tool(s) and material(s)** that would help apprentices or journeymen learn the skill that you will present. This is to be a demonstration **not** a related information lesson or an enhanced presentation.
7. The lesson should meet the following conditions:
 - a. Use the lesson plan developed in item #4 above. **Provide a copy for your instructor.**
 - b. Be a "real" lesson that would be presented in a laboratory or on-the-job.
 - c. **Be presented on Monday in Course #20 using the tool(s) and materials that you bring with you to NTI.**

LESSON PLAN CHECK LIST

		YES	NO
1.	Reference listed.	_____	_____
2.	Complete list of tools, supplies and equipment given	_____	_____
3.	The performance objective contains all elements.	_____	_____
	A. Performance	_____	_____
	B. Conditions	_____	_____
	C. Standard	_____	_____
4.	<u>Preparation</u> step #1		
	A. New material introduced with practical use.	_____	_____
	B. Motivates the learner.	_____	_____
	C. Relates to previous lesson(s).	_____	_____
	D. Questions are written to create interest.	_____	_____
5.	<u>Presentation</u> step #2		
	A. Material in clear, logical steps.	_____	_____
	B. All safety precautions are specified.	_____	_____
	C. Teaching aids and media specified.	_____	_____
	D. New terms are identified and defined.	_____	_____
	E. Written questions provided.	_____	_____
	F. Summary provided.	_____	_____
6.	<u>Application</u> step #3		
	A. Opportunity given for learners to apply what they learned.	_____	_____
	B. Meets performance objective.	_____	_____
	C. Realistic to the trade.	_____	_____
	D. Plan for supervision.	_____	_____
7.	<u>Evaluation</u> step #4		
	A. Evaluation provided.	_____	_____
	B. Meets the "standard" requirements.	_____	_____
	C. Realistic and valid test of student accomplishment	_____	_____
	D. Testing completely and clearly stated.	_____	_____
8.	Assignment given.	_____	_____

INSTRUCTOR'S LESSON PLAN
Related Technical Information

Course: _____
Lesson No.: _____

Title: _____

Performance Objective:

Training Aids:

Materials:

References:

I. PREPARATION (of the learner)

II. PRESENTATION (of the information)

OUTLINE OF THE TOPIC	THINGS TO REMEMBER TO DO OR SAY (KEY POINTS)

II. PRESENTATION (continued)

OUTLINE OF THE TOPIC	THINGS TO REMEMBER TO DO OR SAY (KEY POINTS)

III. APPLICATION (problems to solve, oral questions, illustrations, analogies, assignments, discussion, etc.)

IV. SUMMARY

THE NEXT LESSON IS:

ASSIGNMENT:

INSTRUCTOR'S LESSON PLAN
Demonstration of Manipulative Skill

Course: _____
Lesson No.: _____

Title: _____

Performance Objective:

Training Aids:

Materials:

References:

I. PREPARATION (of the learner)

II. PRESENTATION (of the information)

STEPS OF TASK	THINGS TO REMEMBER TO DO OR SAY (KEY POINTS)

II. PRESENTATION (continued)

STEPS OF TASK	THINGS TO REMEMBER TO DO OR SAY (KEY POINTS)

III. APPLICATION (problems to solve, oral questions, illustrations, analogies, assignments, discussion, etc.)

IV. SUMMARY

THE NEXT LESSON IS:

ASSIGNMENT:

THINGS TO REMEMBER ABOUT USING THE DEMONSTRATION METHOD

PLAN TASK OF JOB:

- a. List all sequential and critical steps. Don't try to teach too much, use the KISS principle (keep it simple).
- b. Know exactly how to do the task or job. REMEMBER, you are the expert.
- c. Know all safety considerations and constraints.
- d. Set the standard for the learner.
- c. If you don't feel prepared to teach it, PRACTICE, DO NOT TEACH IT INCORRECTLY.

PREPARE THE LEARNER:

- a. Know your apprentice's current job skills, knowledge and experience.
- b. Tell the apprentice what will be taught, why it is important, and how it will be taught.
- c. Give the apprentice all required materials and documents.

PREPARE THE WORKPLACE:

- a. Prepare all tools, materials, and equipment in advance.
- b. Know the location well and plan to avoid interruptions and reduce distractions.

PRESENT:

- a. Allow plenty of time to instruct, REMEMBER MURPHY'S LAWS?
- b. Tell apprentices exactly what you will be doing and point out any special behaviors they should look for.
- c. Ask questions as to what you are doing or what you just demonstrated.
- d. Summarize what you just demonstrated to the apprentice.

PRACTICE:

- a. Have apprentice try what you just demonstrated.
- b. Provide feedback as they perform task steps.
- c. Allow time for practice and repetition.

REVIEW & EVALUATE:

- a. Have apprentice describe what steps were followed in completing the task.
- b. Allow for trial and error learning. Learn from mistakes.
- c. Give praise and encouragement for good performance. Use only positive reinforcement.
- d. Continue the practice under supervision until you are satisfied that the task can be performed correctly.
- e. Demonstrate over any steps that were not done correctly.

Demonstration Rubric

Name _____

Date _____

Score _____

DIRECTIONS: For each of the teaching practice criteria listed on the left side of the grid, you are to identify the level of performance using the numbered descriptors that characterize beginning, progressing, and competent teaching practice by placing the number of your choice in the comments column with any information you want to remember about the performance.

Criteria	Beginning 1	Progressing 2	Criteria Competent 3	Comments
Prepare learner	Told apprentice to simply watch and learn and begins lesson.	Put apprentice at ease, found out what he or she already knew, described objectives & importance of task.	Put apprentice at ease, found out what was already known about the lesson, explained purpose and importance of task, got the learner's interest in lesson, placed learner in a position for lesson.	
Presents Lesson	Demonstrated skills by performing the task quickly, then asked if there are any questions	Described what would be demonstrated. Performed task steps in sequence at a good pace and told what was being done as it was performed.	Described what would be demonstrated, clearly demonstrated task steps at a suitable learner pace while sharing key information. Asked questions to check for understanding. Summarized key points.	
Application or Tryout	Directed apprentice to perform the task then told him/her what was done poorly or not done at all.	The apprentice described tasks steps that were followed, then performed the task and described key points of the performance.	The apprentice described task steps that was followed, and then performed the task explaining key points of the performance. Instructor asked questions and offered information to improve performance. Instructor provided encouragement & praise. Apprentice was directed to begin performing the task again until proficient.	
Checking, Testing & follow-up	Put apprentice on his/her own with only occasional supervision.	Directed apprentice to continue performing the task with instructor checking work frequently and offering assistance as needed.	Put the apprentice on his/her own to continue practicing task, but checked performance frequently. Encouraged apprentice to discuss his/her work and ask questions. Helped learner look for key points of good performance. Tapered off extra coaching and closed follow-up as apprentice masters the task. Praises progress and quality work.	

Score: _____

Summary comments: