

Third Year I Group Participant Assignments

Your assignments to be completed before arriving at the National Training Institute are described below. As a third year participant, your focus will be on two courses, “Performance Evaluation” and “Teaching and Managing in a Technical Laboratory”.

Information for Course 30

As you all know, the NJATC staff works very hard in attempting to develop the best tests for your use. However, sometimes their best efforts are not enough. In fact, the NJATC only finds out about the quality of tests after the tests have been administered. That is where there is a serious disconnect since the people who develop the tests are not the same people who administer them. Consequently, developing quality tests must be a joint effort, incorporating your feedback to “close the loop” in the curriculum development process. To this end, each third year participant is asked to identify at least one problem seen with one of the standardized NJATC tests you have used. The problem could be related to a single test question or a group of questions that were not written quite as good as they could have been. It could also be a broader problem such as a test that focuses on testing in too much depth on one subject or learning objective and not enough on others.

Whatever problem you identify, it should be forwarded to the NJATC staff using the errata site on the NJATC’s website at www.njatc.org. Once you are on the NJATC home page, you will need to log into the “Members Area” using your username and password that was supplied by your Training Director. Once you are logged into the “Members Area,” scroll down the list and select the “ERRATA website” option. At this point, from the “User Information” page, you will be given the opportunity to edit any of your personal information that you choose. Whether or not you are editing your personal information, you must click on the “Update” button at the bottom of the screen to proceed with the errata submission process. After you have updated your personal profile, choose the “Test Generator” link from the available list. The next screen, the “Test Generator Errata” page, gives the option of either viewing previously submitted errata, if any has been submitted, or submitting new errata of your own. To submit new errata, click on the “submit” option. The “Submit Test Generator Errata” page will give you access to a form, detailing your errata submittal. If you select “Question/Answer” from the “Test Generator Section” drop-down menu, it is important that you supply the item number for the test question you are reporting. This number can be found printed immediately above each test question on your test answer key. The document accompanying this letter details the structure of the test question ID number, making it easy for you to determine from which workbook, lesson number and learning objective the test question was taken. At this point, you can enter a description of the problem in the text box. If you have suggestions for how the problem might be corrected, that would be very helpful as well. You will also have the option to submit an attachment with your submittal if that makes it easier to explain the problem or to offer a solution for the problem.

Once you have submitted your errata suggestion, you will receive an e-mail confirmation from the NJATC, indicating that your errata information has been received. **When we convene at this year's NTI, your instructor will collect the initial test problem that you identified as well as the e-mail confirmation that you have provided feedback to the NJATC.**

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.

National Electrical JATC Course
Procedures for Using Test Generators, Tests, Answer Keys & Grade Reports

Test Identification

An unlimited number of variations of any test can be printed from the *Test Generator*. An unlimited number of re-ordered (scrambled) variations of a previously generated test may also be printed from the *Test Generator*. Each unique test variation printed from the *Test Generator* is identified with a time stamp near the lower right hand corner of each page, as well as a sequentially generated unique test number. This number must be used in matching tests with answer keys and in reprinting previously generated tests and answer keys. This number contains, among other information, the year, month, day, hour, minute, and second (in Pacific Daylight Time) that the test was generated. Either the time stamp or the unique test number (Test_1521 in the example below), or a combination of this information, may be used to identify tests that you have previously generated.

Example: ©2005 NJATC-Section 4 Test: Tue May 24 08:41:29 PDT 2005 Test_1521

Each question printed on an answer key is identified with a unique number (printed directly above each question) that is used in tracking the question within the *Test Generator* database. This number is also useful in allowing an instructor to identify the **LESSON** and **OBJECTIVE** that a test question addresses. The following diagram and example will help you interpret these identification numbers.

Workbook Number
Lesson Number
Objective Number
Question Number
J203-05/012/03/06952

Example: Workbook J203 (AC Theory)
 Lesson Number 12
 Objective Number 3
 Question Number 6952

The workbook number can be found printed in the lower right-hand corner of the back cover on each *Instructor Guide (IG)* or *Student Workbook (SW)*. The NJATC can identify a specific test question using only the **QUESTION NUMBER**. So, at a minimum, the **QUESTION NUMBER** must be communicated to the NJATC when inquiring about or when giving feedback to the NJATC about specific test questions

Pre-NTI Assignment for Third Year Students

Course 32

Teaching and Managing in a Technical Laboratory

This third year course builds on information presented in the first and second year courses in which participants gained knowledge about the teaching and learning process. The focus of this course is on preparing instructors to establish a laboratory learning environment and an instructional program where apprentices can develop essential knowledge and skills required to competently perform selected electrical tasks in a simulated work environment. Information will be presented on the major topics of: laboratory learning environments, learning approaches used in technical laboratories, preparing for instruction in technical laboratories, delivering laboratory instruction, managing laboratory learning, managing student behavior, and maintaining a safe and efficient laboratory.

- Development of machine or equipment and power or hand tool specifications—participants are to identify a machine or piece of equipment that would be desirable to have in a technical laboratory at the Training Center. They are also to identify a power or hand tool used in the electrical trades. Using either printed tool catalogs or brochures, or electronic resources on the internet, you are to develop one specification sheet for a piece of equipment or machine and one power tool or hand tool specification sheet. Please use the sample power tool specification as a guide to develop your specifications.

http://www.dewalt.com/us/products/tool_detail.asp?productID=15104

Bring specifications to the Course 32 class.

For those students who are not notified in time to develop these specification sheets, you may visit the Trade Show Saturday, August 4 at registration and talk to equipment manufacturers to obtain equipment information to assist in developing your specification sheets.

- Develop documents of your existing laboratory—participants need to develop or obtain documents of their existing laboratory such as copies of blueprints of the laboratory if available; draw sketches of the laboratory and measure the laboratory; identify any adjacent room to the laboratory such as instructor's office, tool room, supply rooms, bathrooms, and so forth; identify work stations such as a wiring center, PLC trainer(s), telecommunications center, conduit bending center, and so forth; take digital pictures of the laboratory; identify the major pieces of equipment and machines that are in the laboratory; and identify any information used to describe the laboratory such as what rooms are adjacent to the lab (classroom), what types of lighting, flooring, and color schemes are used in the laboratory, and how many students use the laboratory at one time.

- Identify your current strategies for managing the laboratory, such as how tools, equipment and supplies are distributed; how students are involved in maintaining the laboratory such as housekeeping duties, assisting in laboratory maintenance activities, assisting in the distribution of tools and supplies; and how information is managed through recordkeeping and filing.
- Identify your current strategies for preparing for class, beginning class, providing laboratory instruction, supervising laboratory work, ending class, and dismissing students.
- Develop a list of the work stations or learning centers in your technical laboratory such as a conduit bending station.
- Make copies of your manipulative lesson plans that are used to deliver laboratory instruction and bring samples of them to the NTI, course 32 class. Please include instruction sheets used to support lessons like information sheets, laboratory assignment sheets, and scoring rubrics.
- Develop a description of how you assign apprentices to work station or learning centers in the laboratory, how you rotate them among learning areas, and how you deliver instruction to some apprentices while monitoring the learning progress of other apprentices.
- Develop a list of strategies that you use to keep apprentices engaged in their assigned laboratory learning activities