



Train the Trainer Course

A Program for Instructor Candidates

Train the Trainer





WELCOME

10 LESSONS



▶ **Dynamic
Instruction**

▶ **Teaching
Skill
Competency**

▶ **Effective
Learning
Environment**

▶ **Equity
Education**

▶ **Teaching
Methods**



10 LESSONS

6

7

8

9

10

▶ **Classroom
Instruction**

▶ **Virtual
Instruction**

▶ **Effective
Facilitation**

▶ **Student
Assessment
&
Remediation**

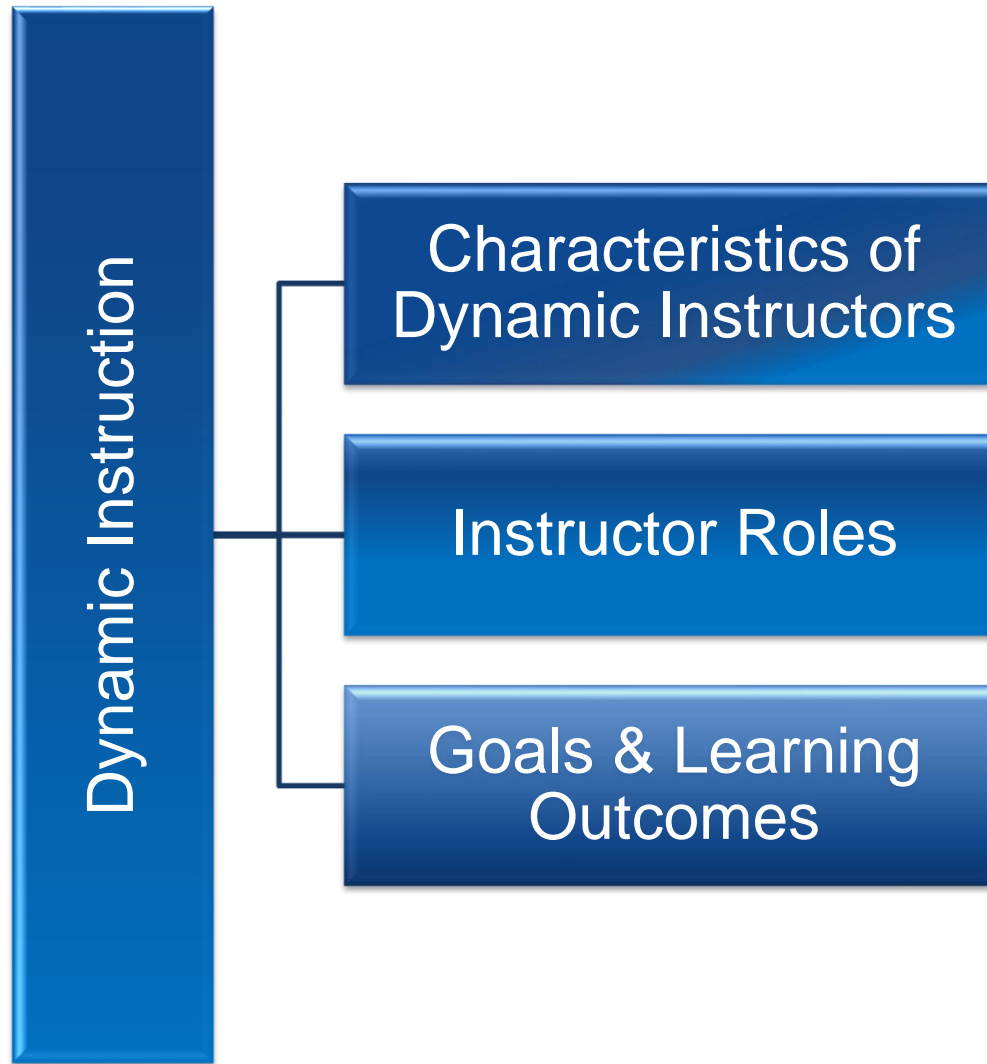
▶ **LMS
Administrative
Procedures**



Instructor Training Course

Lesson 1

Dynamic Instruction



Lesson 1 Learning Outcomes

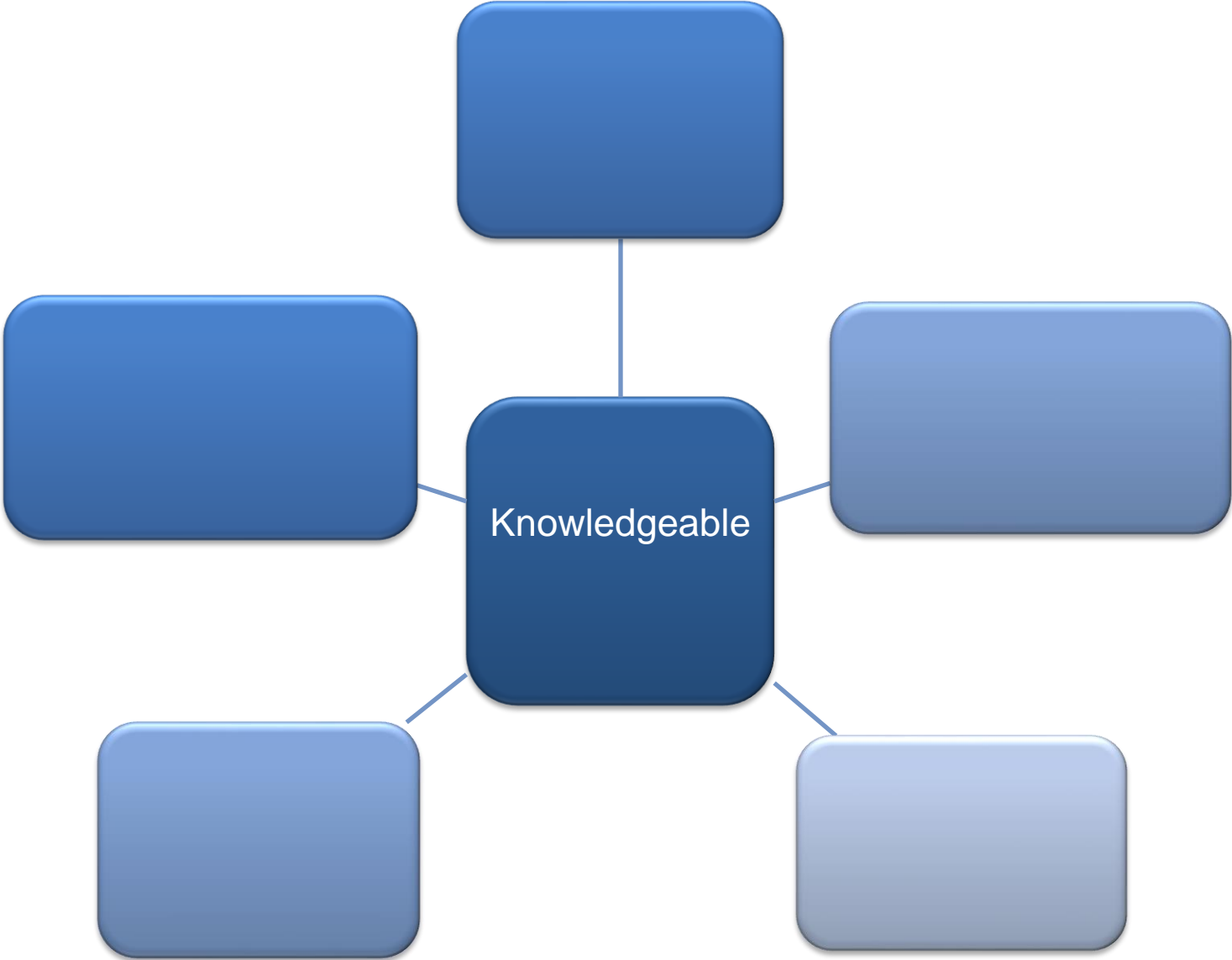
- Identify the characteristics of dynamic instructors.
- Define learning outcome.
- Recognize the roles of a dynamic instructor how each contributes to effective training

The Best Instructor



Insert Image 1.3 Best Instructor Shutter)

Characteristics of Dynamic Instructors

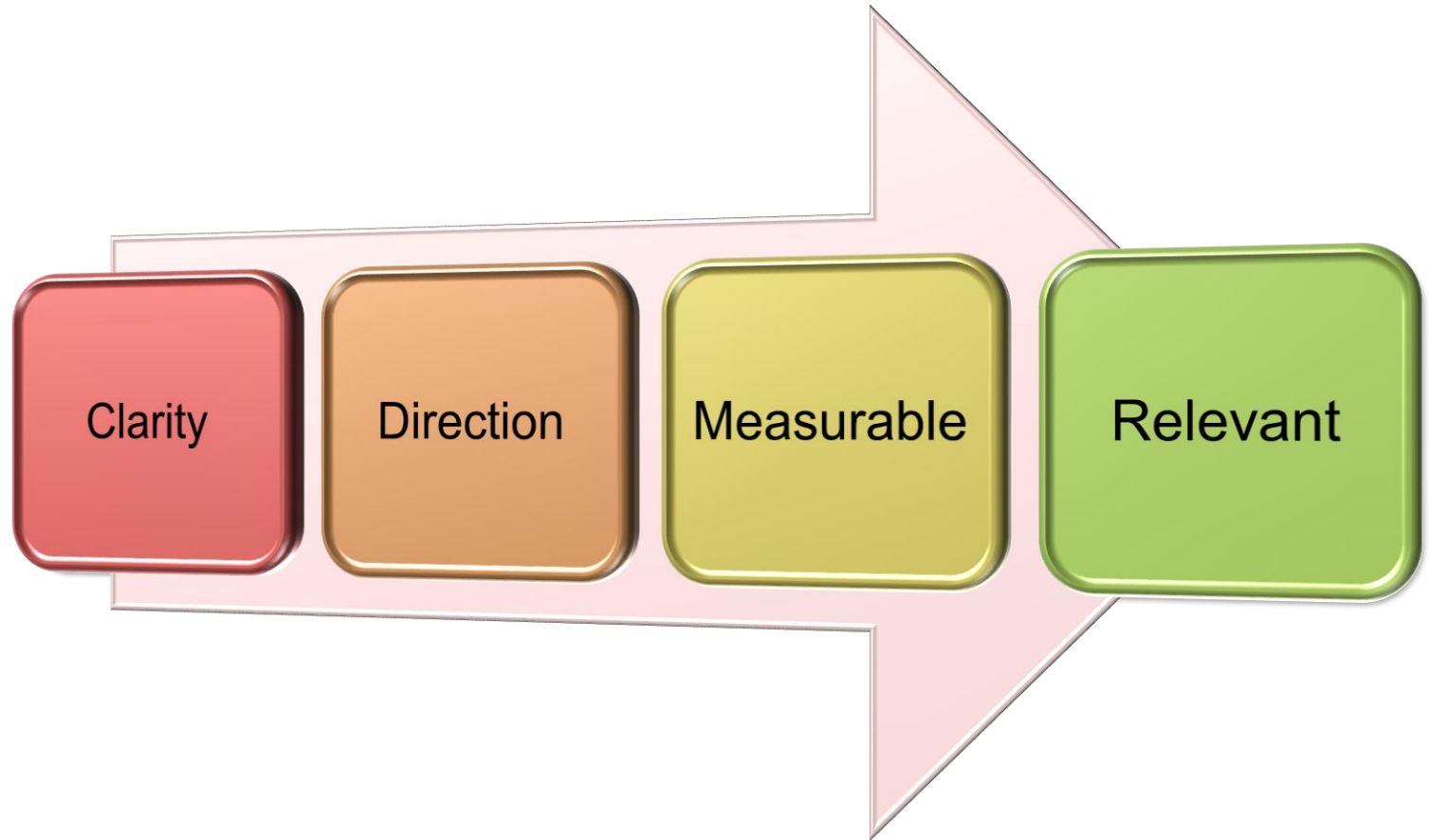


Knowledgeable



Use instructional resources.

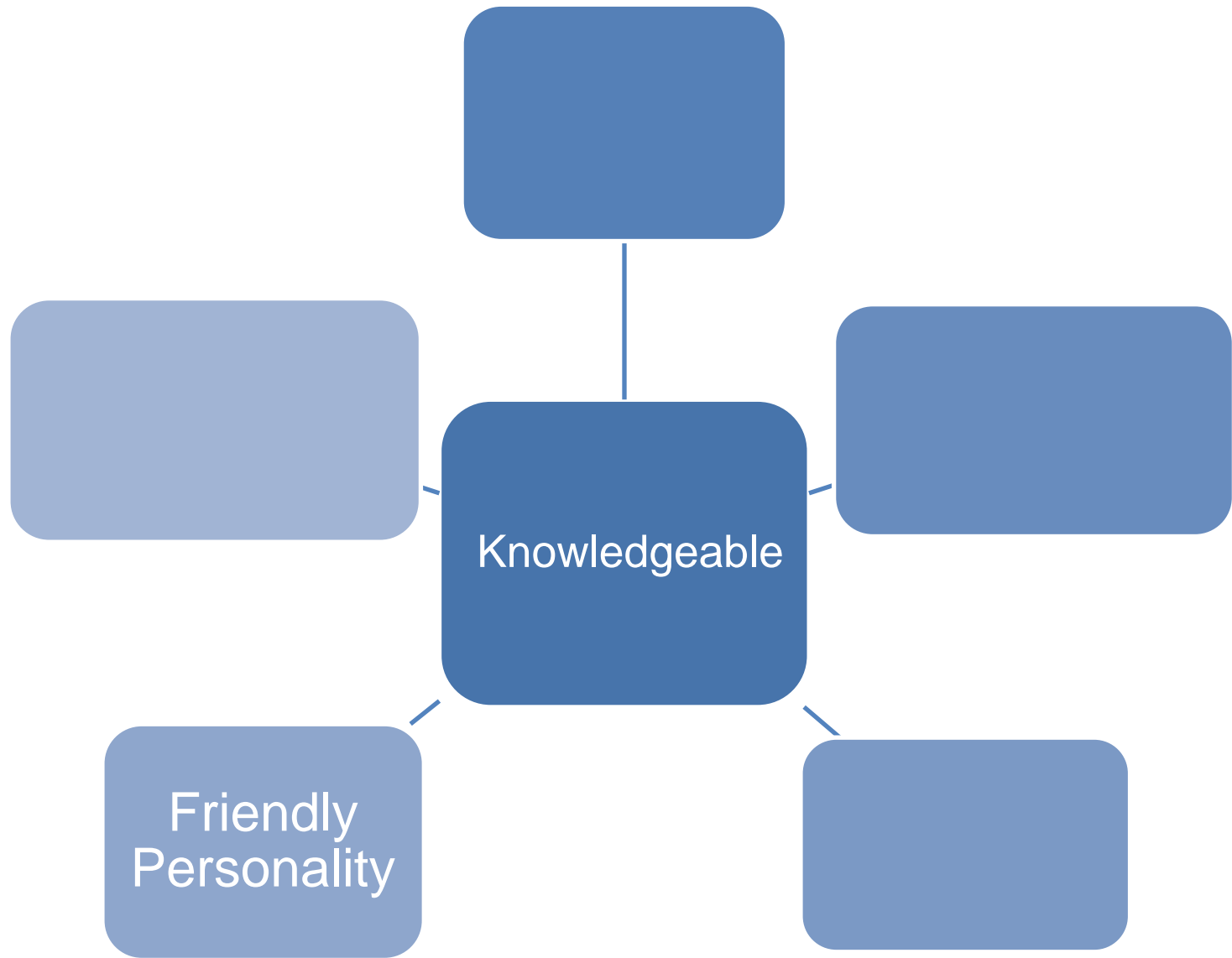
Learning Outcomes Provide



Learning Outcome Example

Example:

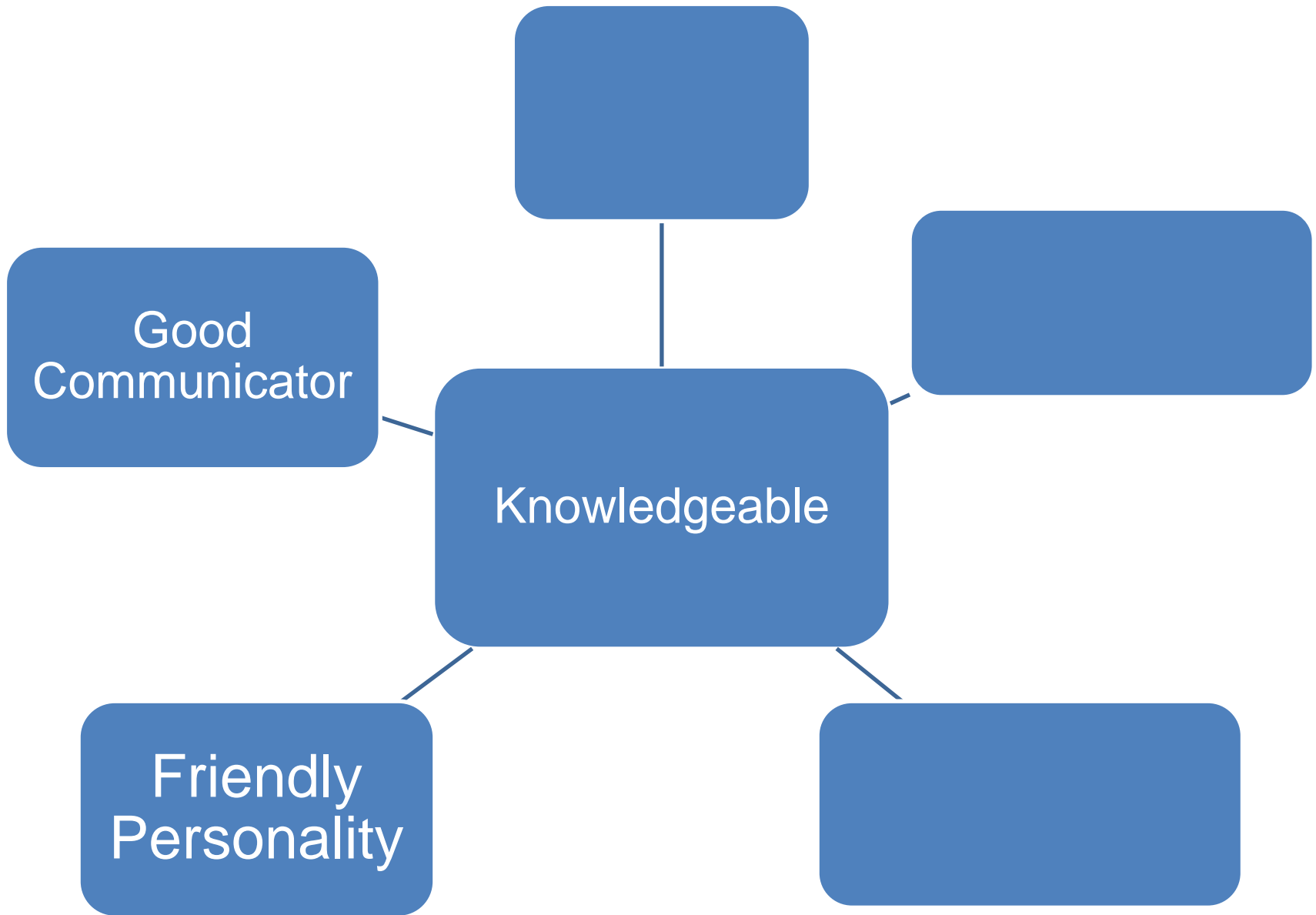
“At the completion of this course, students will prepare a written lesson plan and video teaching demonstration of that lesson to be evaluated by an Instructor Trainer”



Friendly Personality

Warm
Welcoming
Approachable





Effective Communication Skills



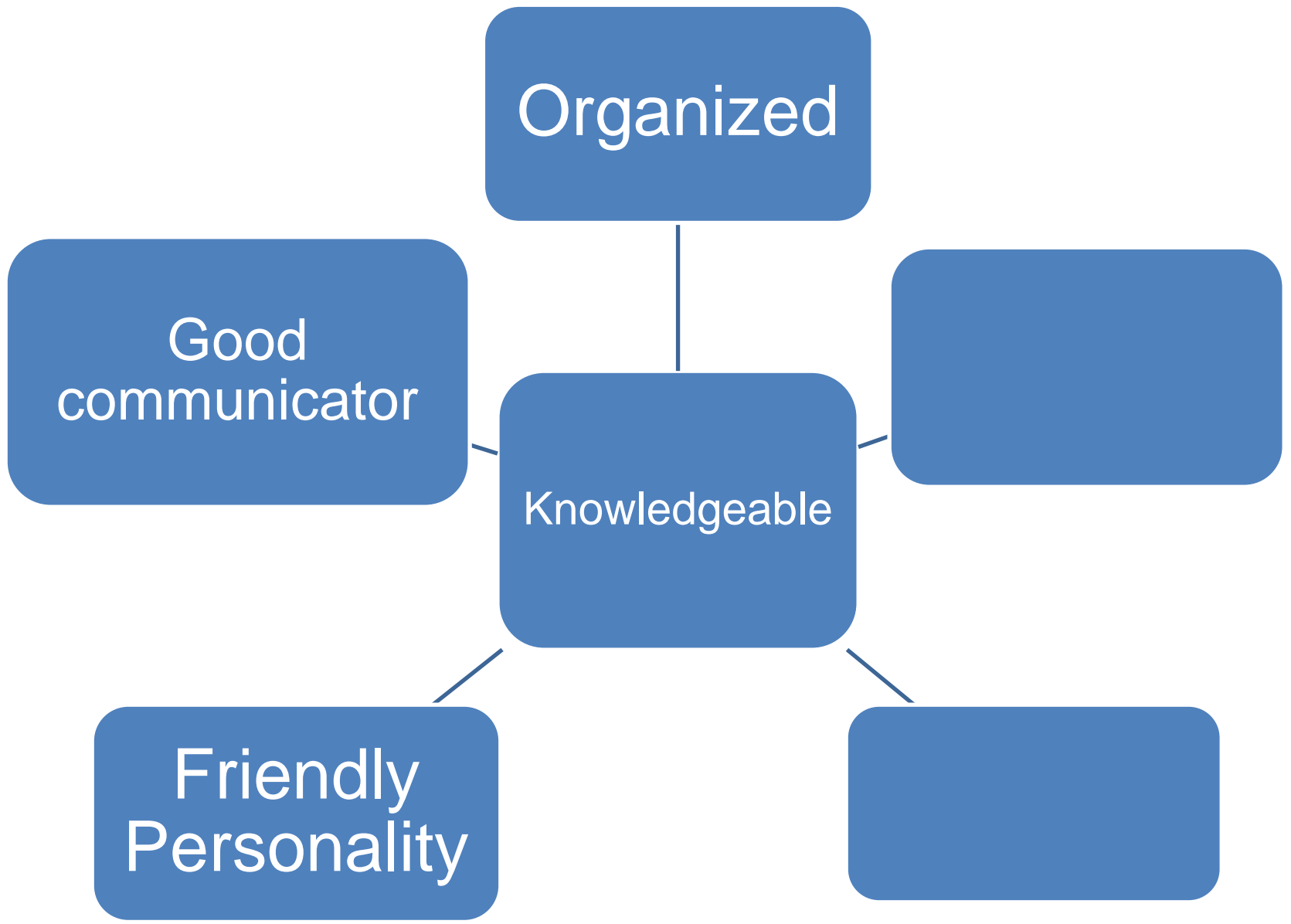
- Teach content
- Give clear directions
- Guide activities
- Provide feedback

Organized

Good
communicator

Knowledgeable

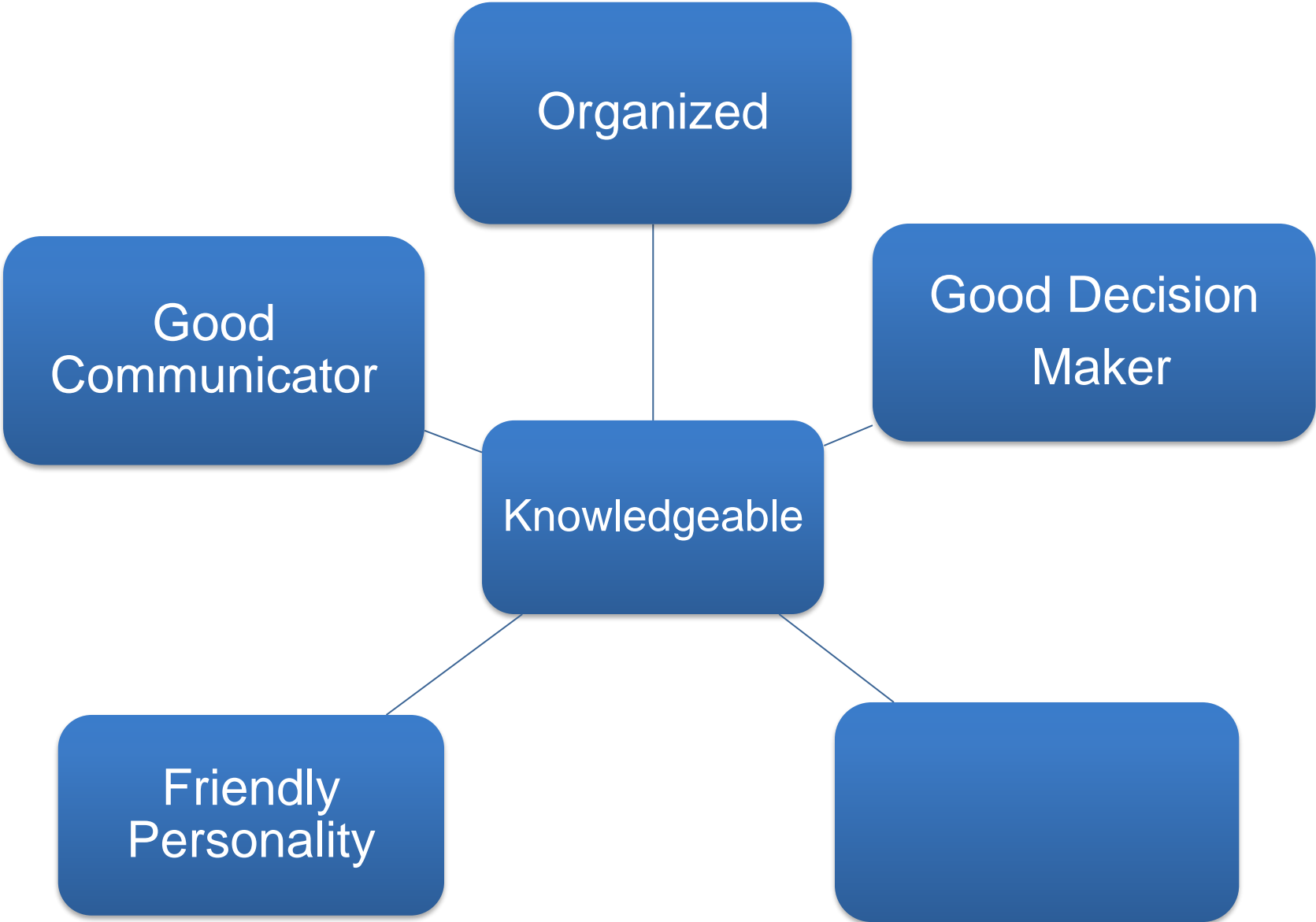
Friendly
Personality



Organized

Plan exercises to engage students

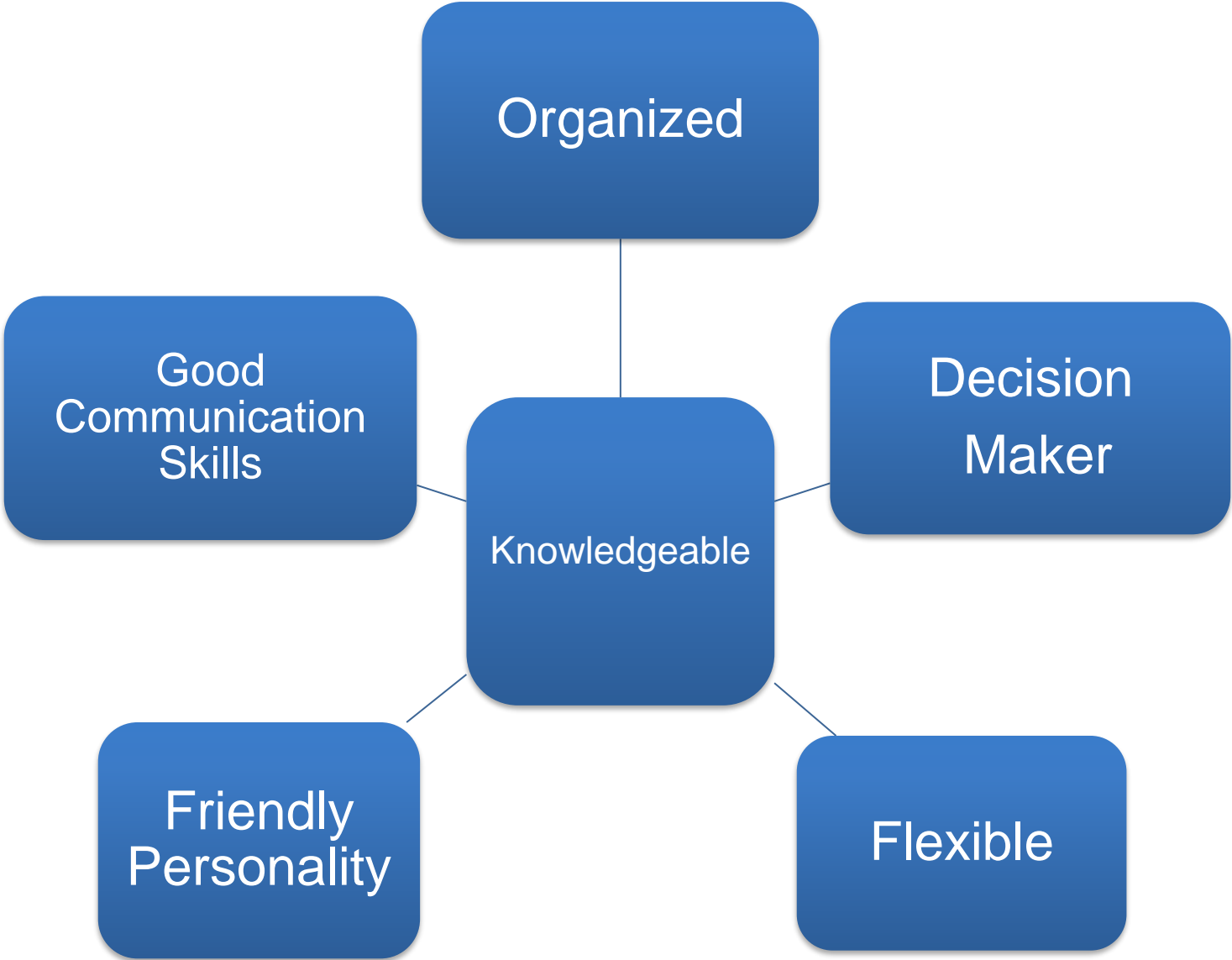




Good Decision Makers

Flexible
adjusting
to student
needs



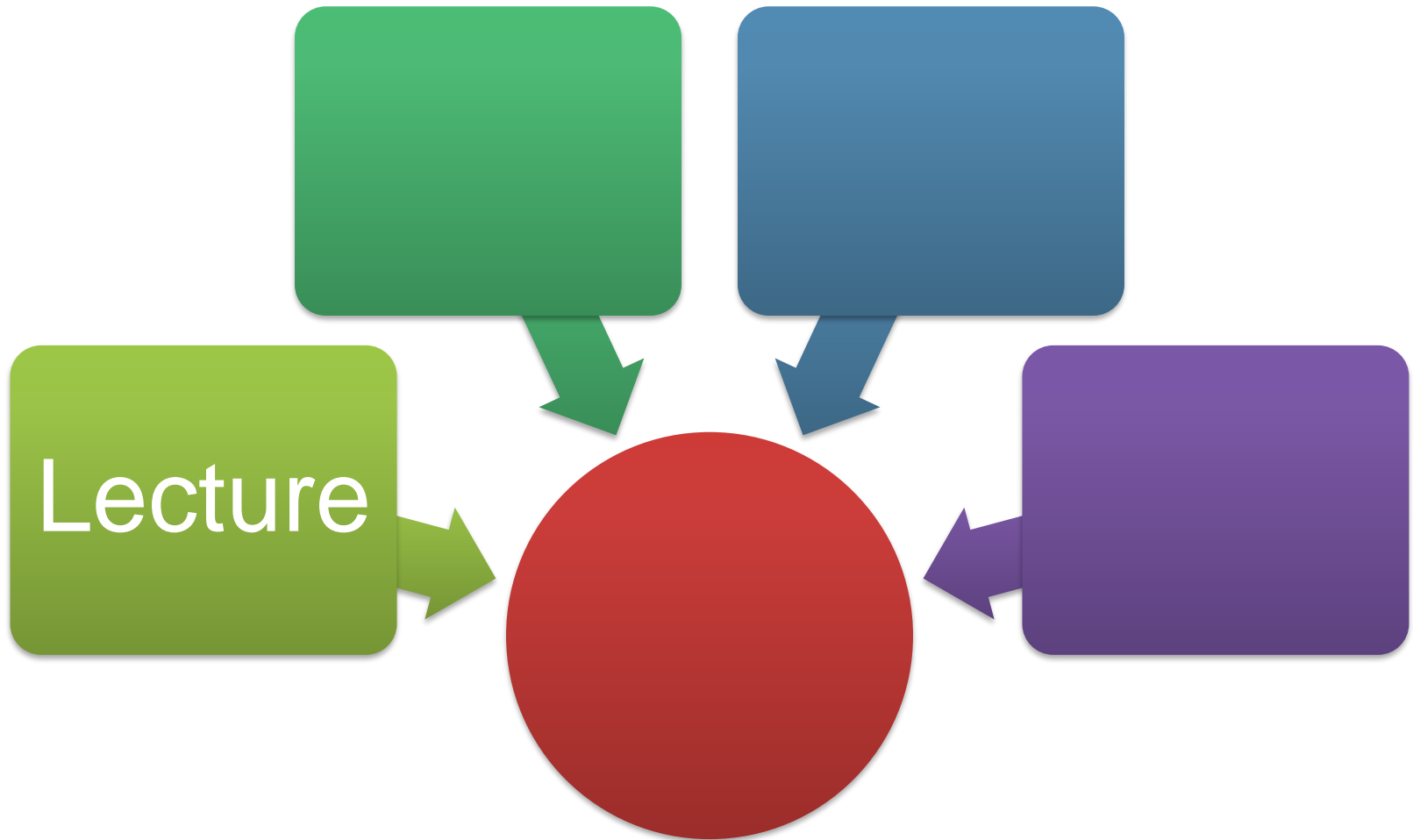


Flexible



Instructor Roles

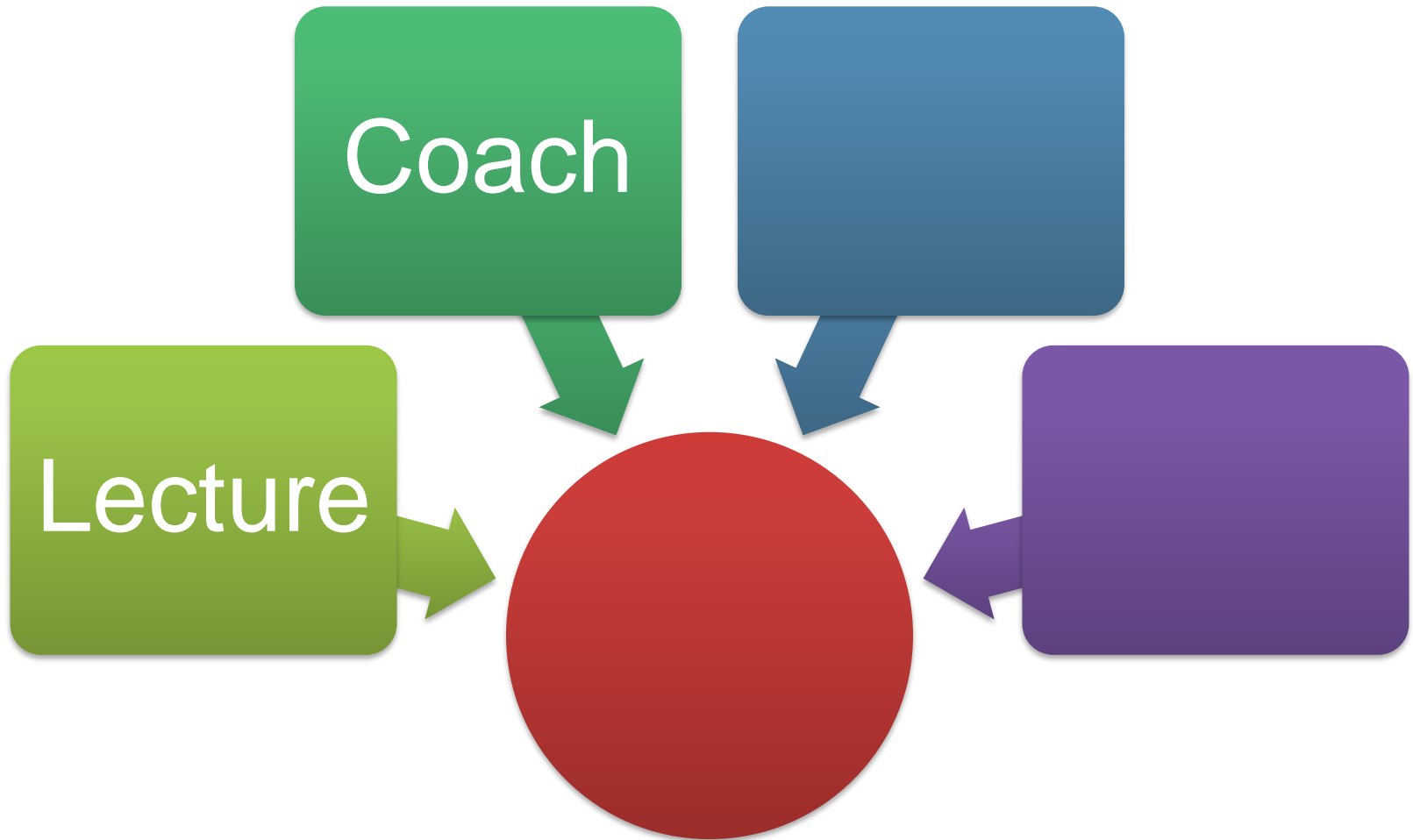
Roles of an Instructor



Lecture



Roles of an Instructor



Coach



- Demonstrate
- Assess
- Encourage

Roles of an Instructor



Facilitator



Coordinates
Directs

Roles of an Instructor



Evaluator



Objective
Timely feedback
Using instructor resources

Roles of an Instructor



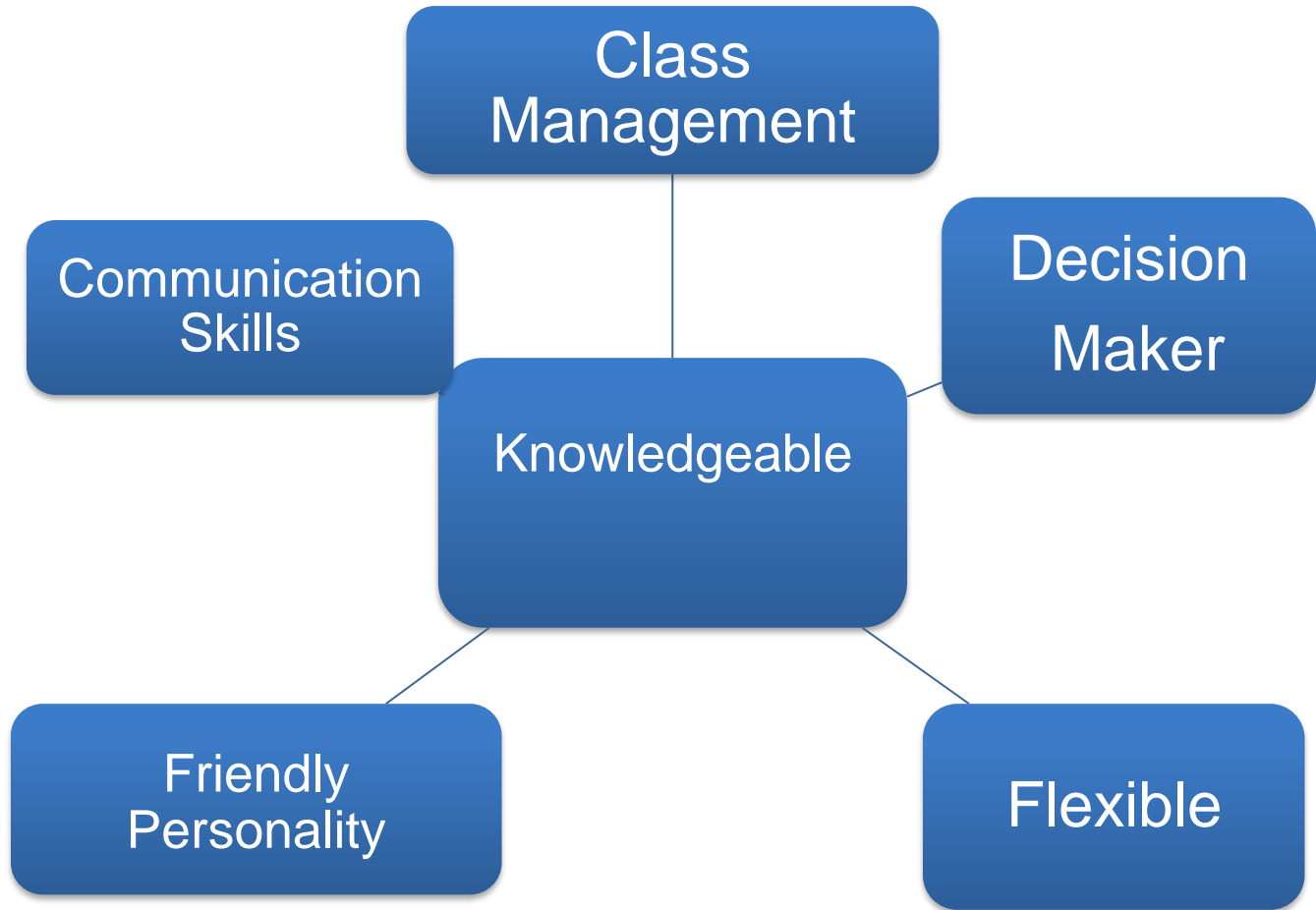
Decision Maker



Recognize
React
Change
Adjust

Decide

Lesson 1 Review (1 of 2)



Help students gain knowledge and skills

Lesson 1 Review (2 of 2)



Activities

Train the Trainer

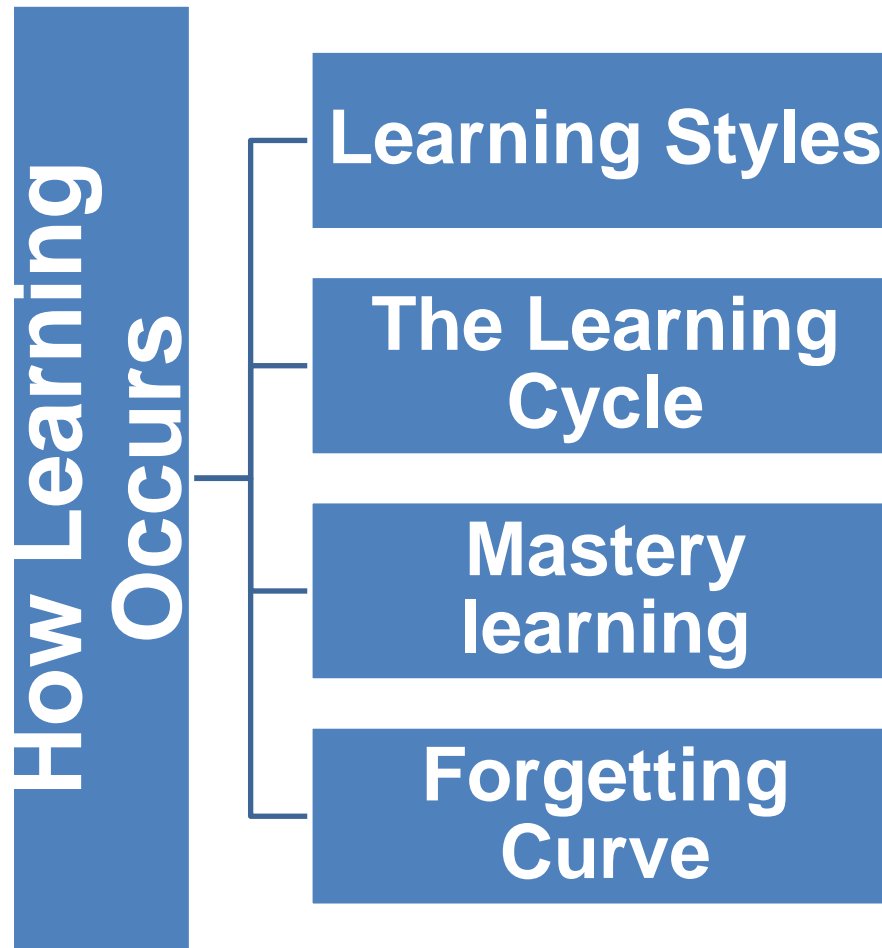


Train the Trainer

Lesson 2

How Learning Occurs

Modules in Lesson 2



Lesson 2 Learning Outcomes

1

Recognize the learning cycle for instruction.

2

Review different learning styles

3

Understand mastery learning.

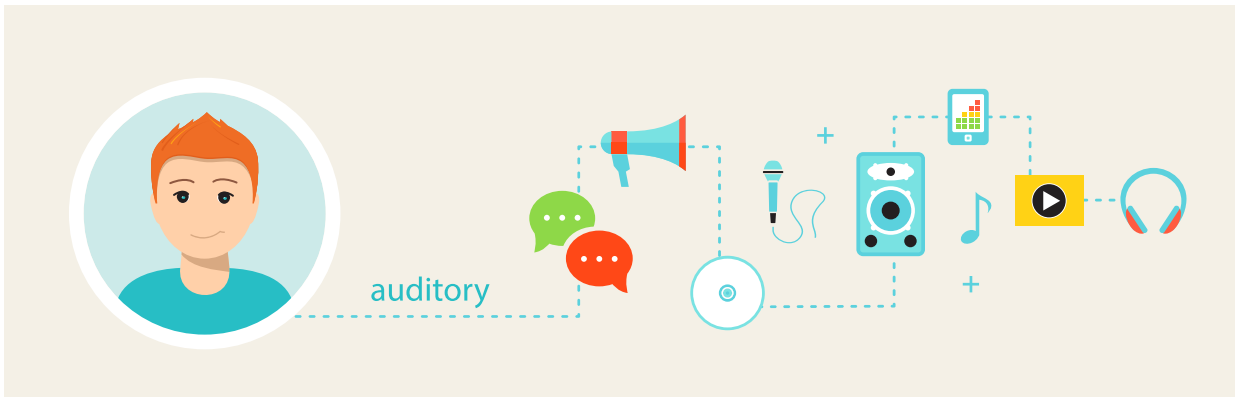
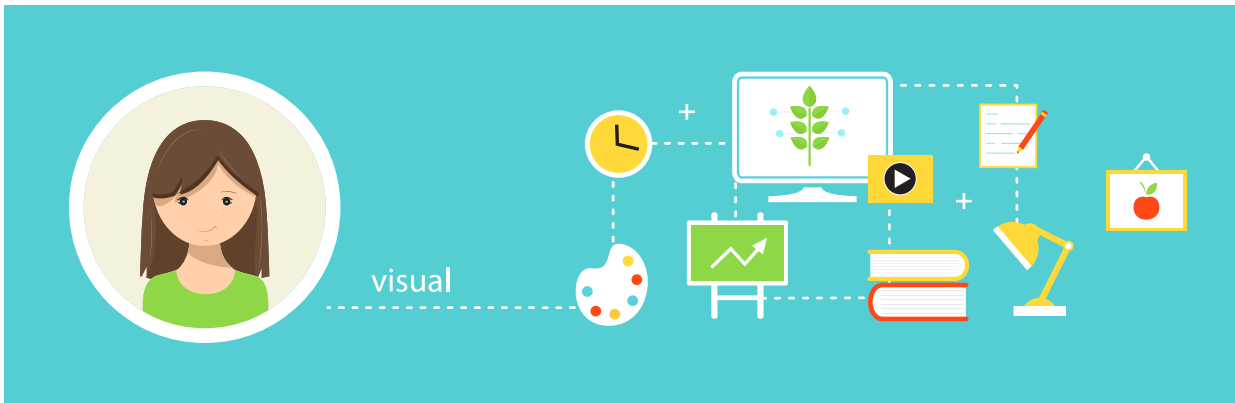
4

Review the learning and forgetting curves.

5

Provide examples of how to increase learning retention.

Three Learning Styles



Visual Learners



Learn by observing
Prefer written materials
Need demonstrations

Auditory Learners



Prefer lecture
Want verbal direction

Kinesthetic Learners



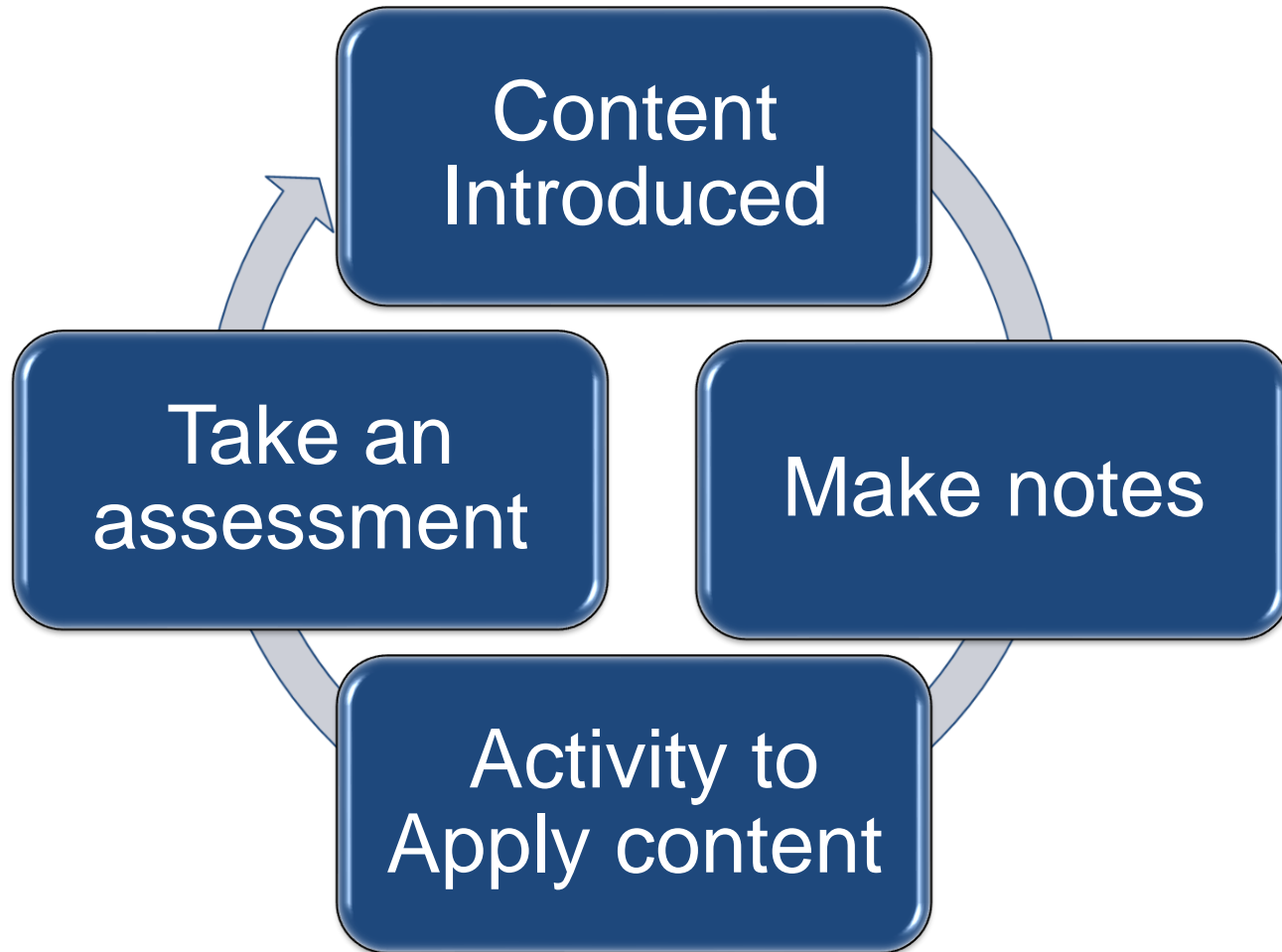
Prefer hands on exercises, drills, activities, and assignments.

Mastery Learning



Students can apply the information in the performance of a skill, such as CPR.

Typical Learning Cycle

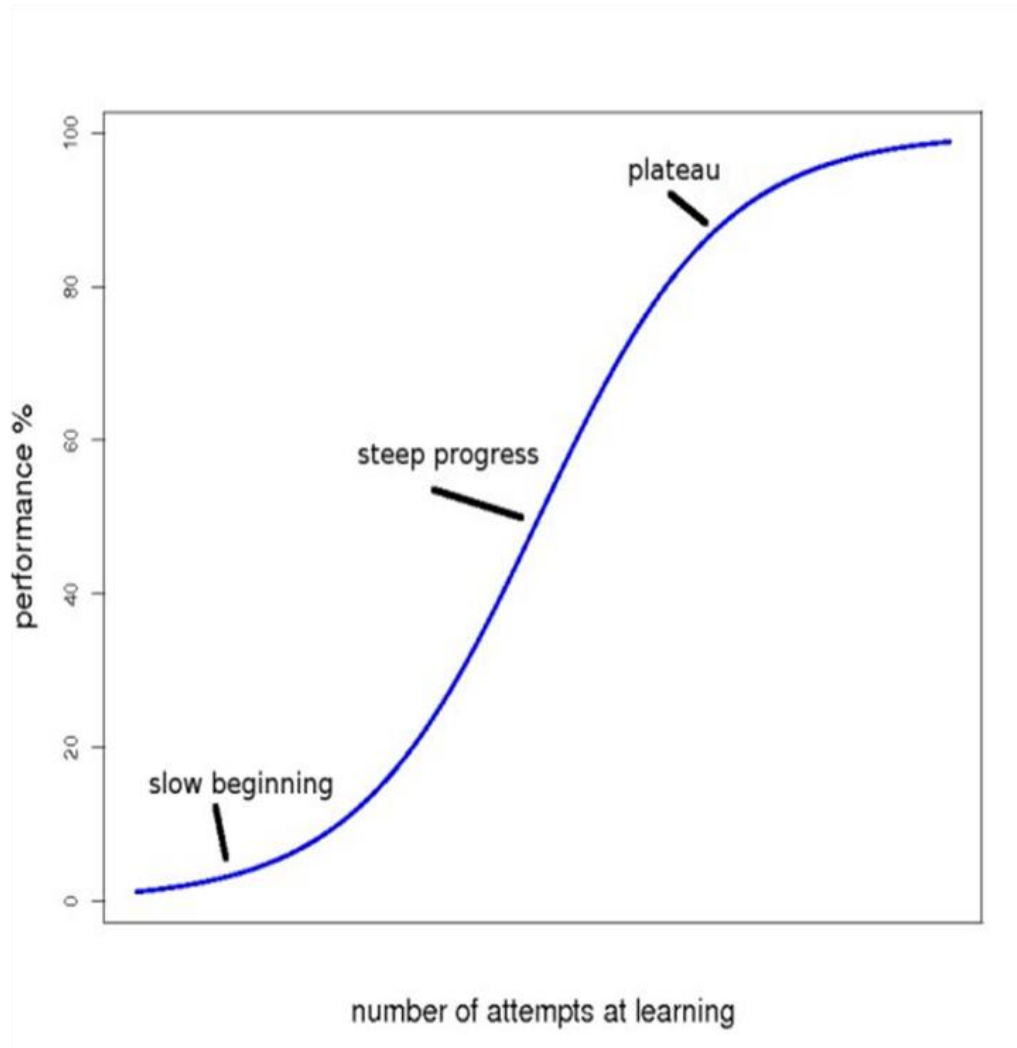


Typical Learning Cycle Problem



Students forget content when it isn't applied

The Learning Curve

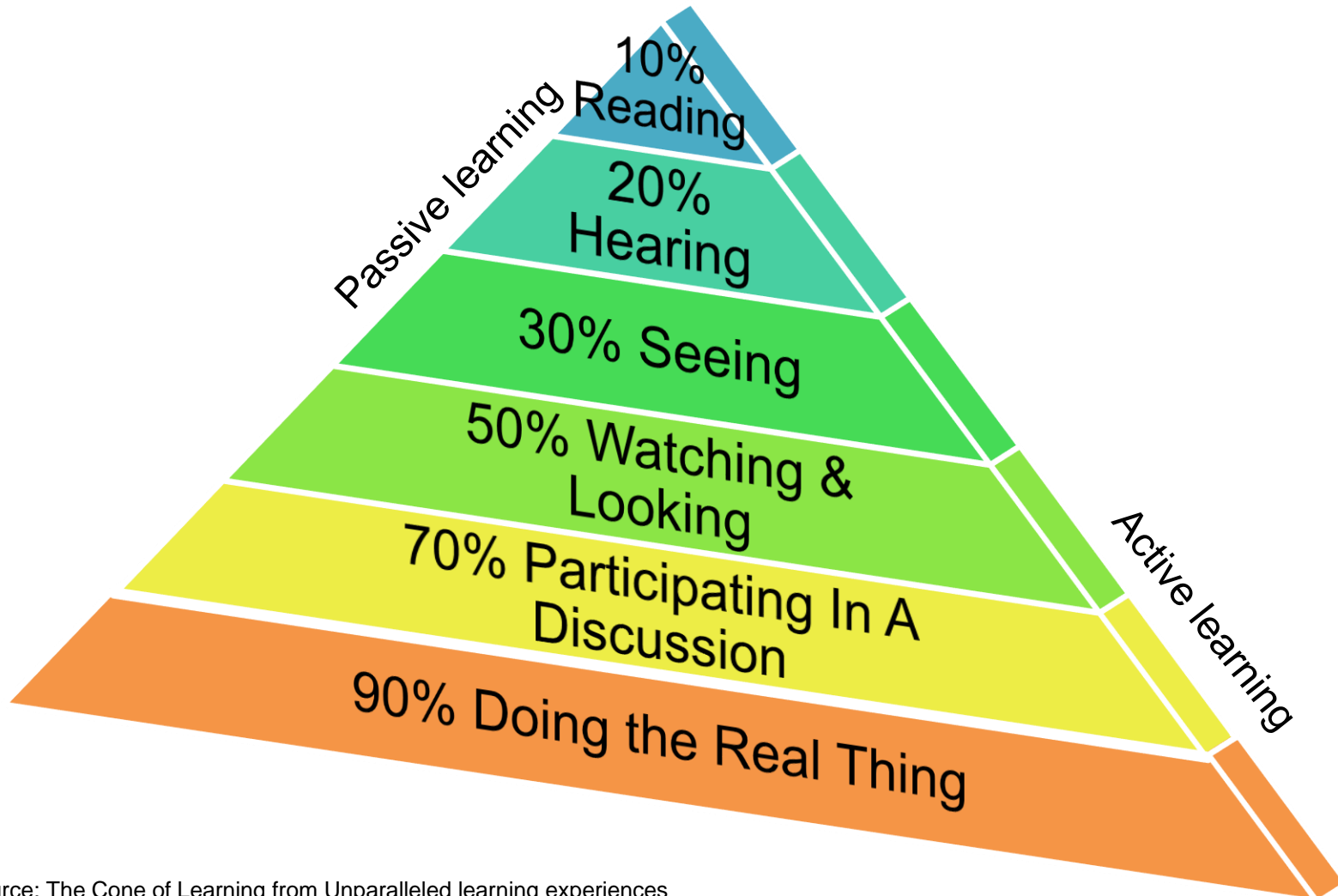


The Forgetting Curve



If not used, 40% of what is learned is lost in a day. 80% is lost in a month. >95 % is lost in a year.

Increasing Retention



Active Learning Experiences

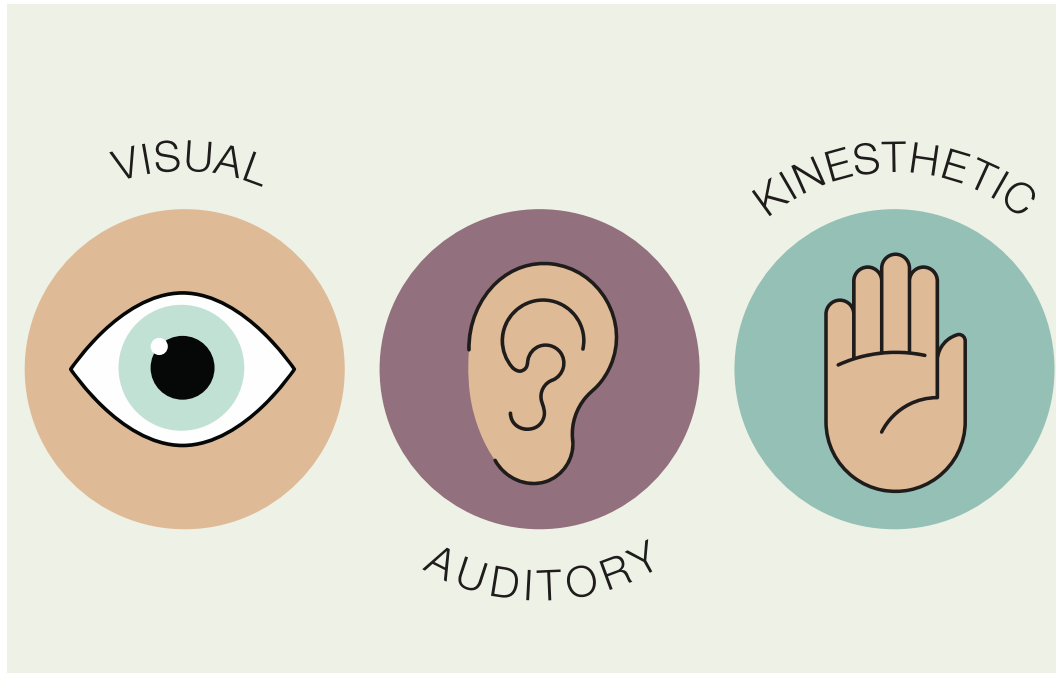


Long Term Success

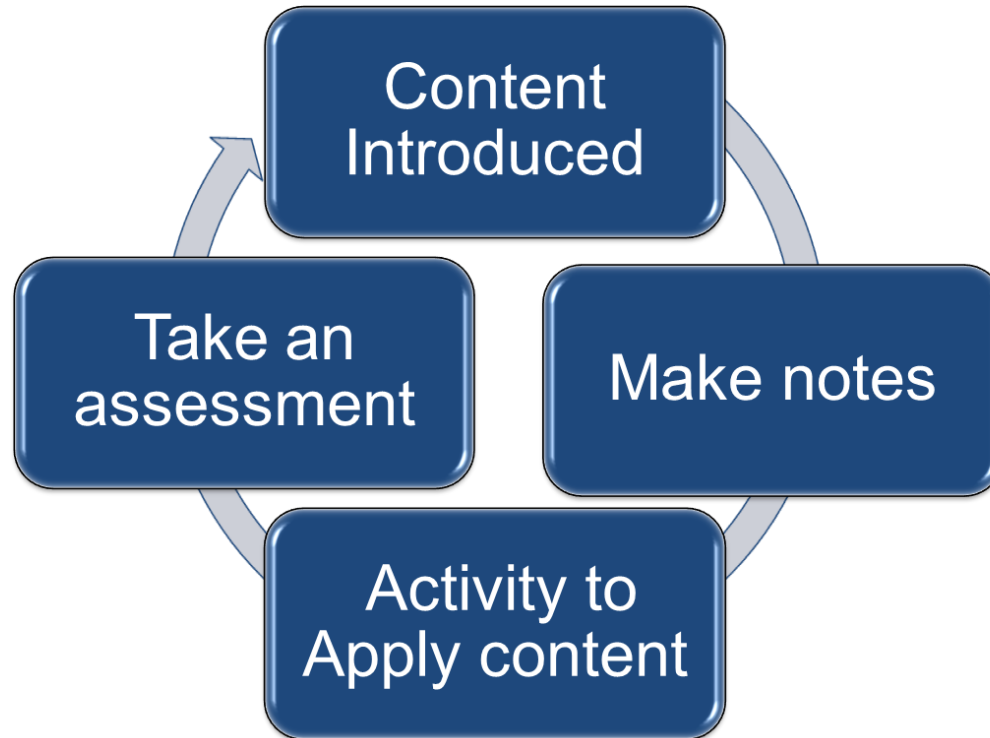


Practice = long-term retention & competency

Lesson 2 Review (1 of 4)



Lesson 2 Review (2 of 4)

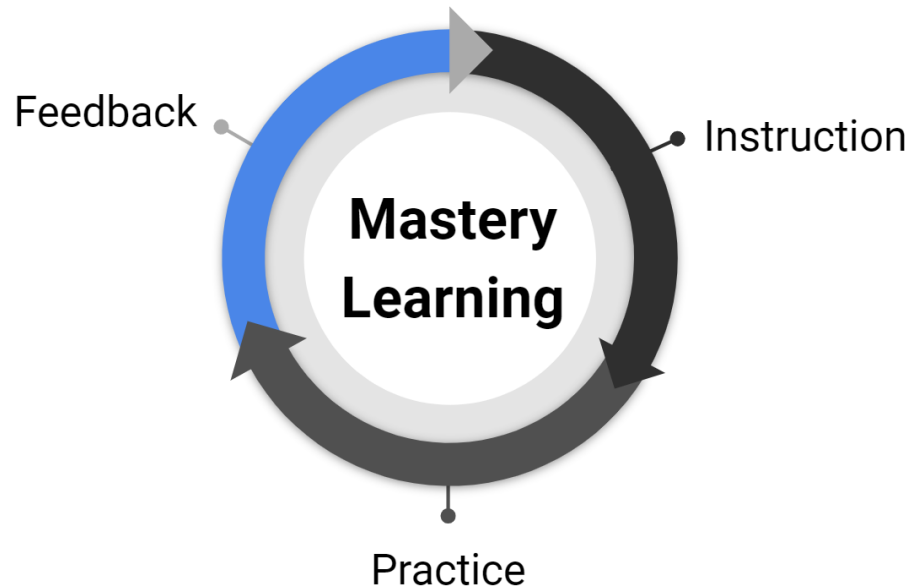


- While students learning styles differ, the typical learning cycle is consistent.

Lesson 2 Review (2 of 4)

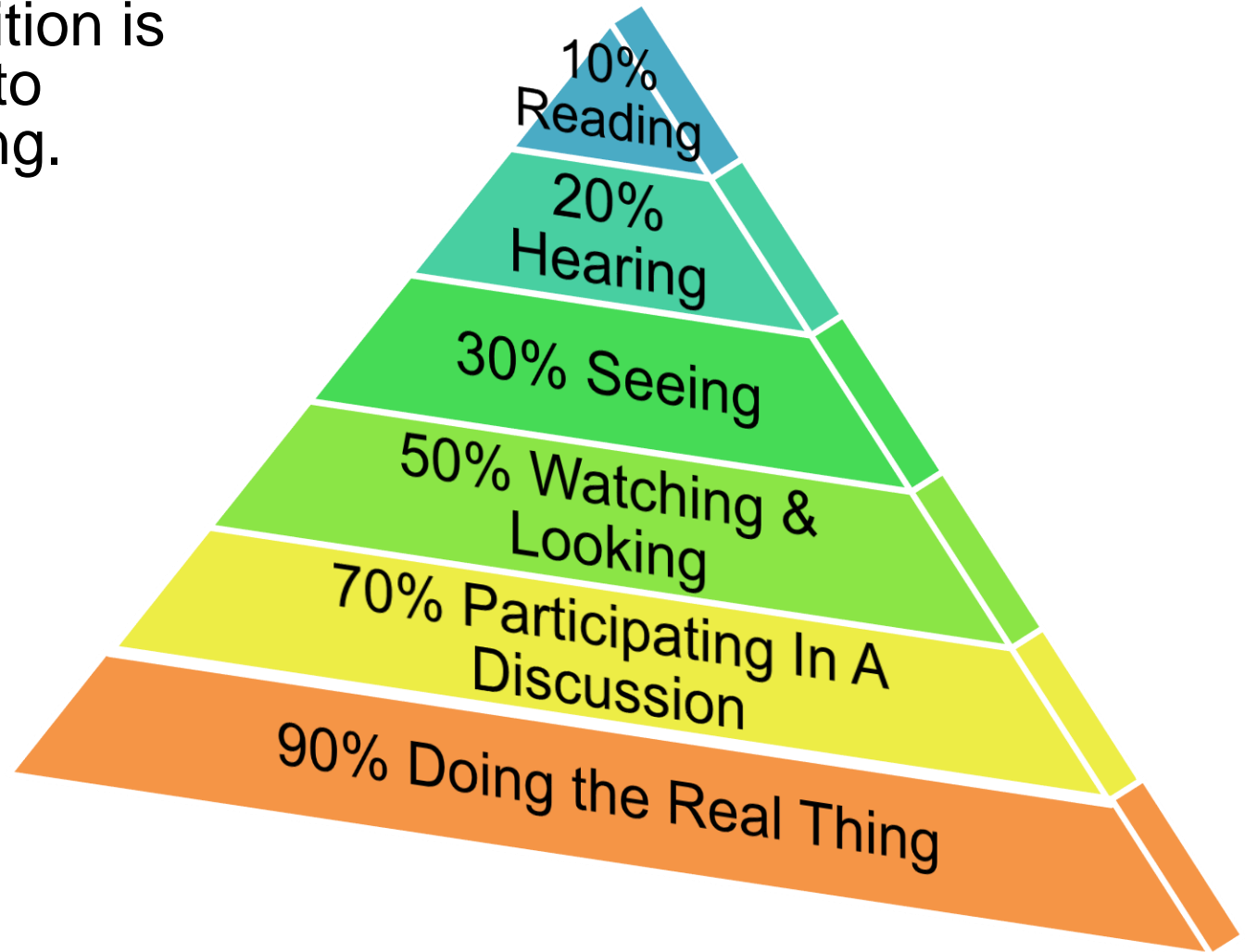
- Mastery learning strives for competency consistency after initial learning ends.

Practice with feedback is central to mastery learning



Lesson 2 Review (3 of 4)

- Repetition is a key to learning.



Lesson 2 Review (4 of 4)

- Students forget new content rapidly if they don't apply them.
- Instructors should create ongoing learning experiences so students can retain new skills.



Activities

Train the Trainer



Train the Trainer

Lesson 3

Equity Education

Equity in Education

```
graph LR; A[Equity in Education] --- B[Adult Learners]; A --- C[EE Principles]; A --- D[SEL]; A --- E[Disabilities];
```

Adult Learners

EE Principles

SEL

Disabilities

Lesson 3 Learning Outcomes

- Identify key characteristics of adult learners.
- List principles of equity education.
- Describe Social Emotional Learning (SEL).
- Discuss learning disabilities.
- Explore how to make accommodations for learning disabilities.

Adult Learners

Insert image 3.2



Who Are Adult Learners

- Diverse background
- Possess responsibilities & life experiences that children do not have



Characteristics of Adult Learners

1. Self motivated
2. Need the “why”
3. Results oriented
4. Link experiences
5. Slower pace
6. Multiple responsibilities



Equity in Education

Equality vs Equity

Equality = all the same

Equity = All have the necessary support



Principles of Equity (1 of 2)

- Access
- Participation



Principles of Equity (2 of 2)

- Diversity
- Human right



Social Emotional Learning (SEL)

- Self awareness
- Working with others
- Caring



Benefits of SEL

Better attitude

Improved performance

Retention

Decreased anxiety

Improved behavior

Disabilities



Learning Disabilities

- Affect people from all ages
- Affect people of all IQ levels
- There is no cure
- There are accommodations



Common Learning Disabilities



Dyslexia

Those with dyslexia see

The word may

not be spaced correctly.

We spell words exactly as
they sound to us

Sometimes all the letters get
pushed together

Those without dyslexia see

The words may not be
spaced correctly.

We spell words exactly as
they sound to us.

Sometimes all the letters
get pushed together.

words runched together delays in speech
q = d 2 + 3 = 9 jumbled letters
learning disability מורוד מורוד מורוד
? **Dyslexia** confused ?
b = p trouble reading easily distracted
poor spelling disorder letter reversal

Attention Deficit Hyperactivity Disorder (ADD)

- Easily distracted
- Difficulty sitting for long periods
- May appear bored
- Struggle to finish & meet deadlines



Autism

Challenges include:

- Social skills
- Repetitive behaviors
- Communication
- Problem solving

Autism Accommodations

- Provide an outline of activities
- Provide media options
- Allow sensory tools
- Build in breaks

Physical Disabilities

- Limitation on a student's physical functioning, mobility, dexterity or stamina.
- Examples include significant sight, hearing and motor impairment.



Types of Accommodations

Provide response time

Oral tests

Translations & interpreters

Extend time

Issue copies of notes

Provide alternatives

Lesson 3 Review

- Adult learners have specific characteristics

Self motivated

Need the “why”

Results
oriented

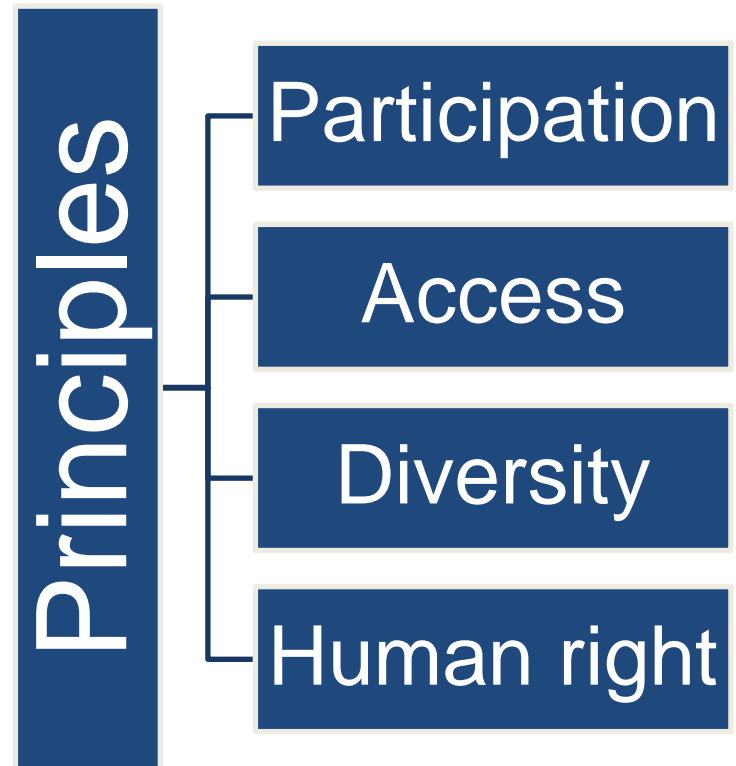
Link
experiences

Slower pace

Multiple
responsibilities

Lesson 3 Review

- Equity in education is creating a system that allows for every student to an equal chance for success.
- Equity is avoiding a one size fits all approach to learning.



Lesson 3 Review

- SEL is the process through which students develop skills, attitudes and values necessary to achieve competence.
- SEL is when students have self-awareness, can work in groups, and care about themselves and others in a judgement free learning environment.

Lesson 3 Review



Provide response time

Oral tests

Translations & interpreters

Extend time

Issue copies of notes

Provide alternatives

Activities

Train the Trainer



Insert Image 2.0

Train the Trainer

Lesson 4

Teaching Strategies

Teaching Strategies

```
graph LR; A[Teaching Strategies] --- B[Effective Strategies & Benefits]; A --- C[Common Teaching Methods]; A --- D[Additional Teaching Strategies];
```

Effective Strategies
& Benefits

Common Teaching
Methods

Additional Teaching
Strategies

Lesson 4 Learning Outcomes

- Describe teaching strategies and their benefits.
- Identify 5 common teaching methods used when delivering a lesson.
- Apply teaching strategies and methods when teaching a lesson.

An aerial view of a swimming pool where an instructor, wearing a grey long-sleeved shirt with "INSTRUCTOR" on the back and red shorts, stands in the center. He is gesturing with his right hand towards a group of about eight people who are also in the water. The people are dressed in various swimwear, including wetsuits and swim trunks. The water is a deep blue-green color, and the pool deck is visible on the right side. The overall scene suggests a teaching or training session in a pool.

Teaching Strategies

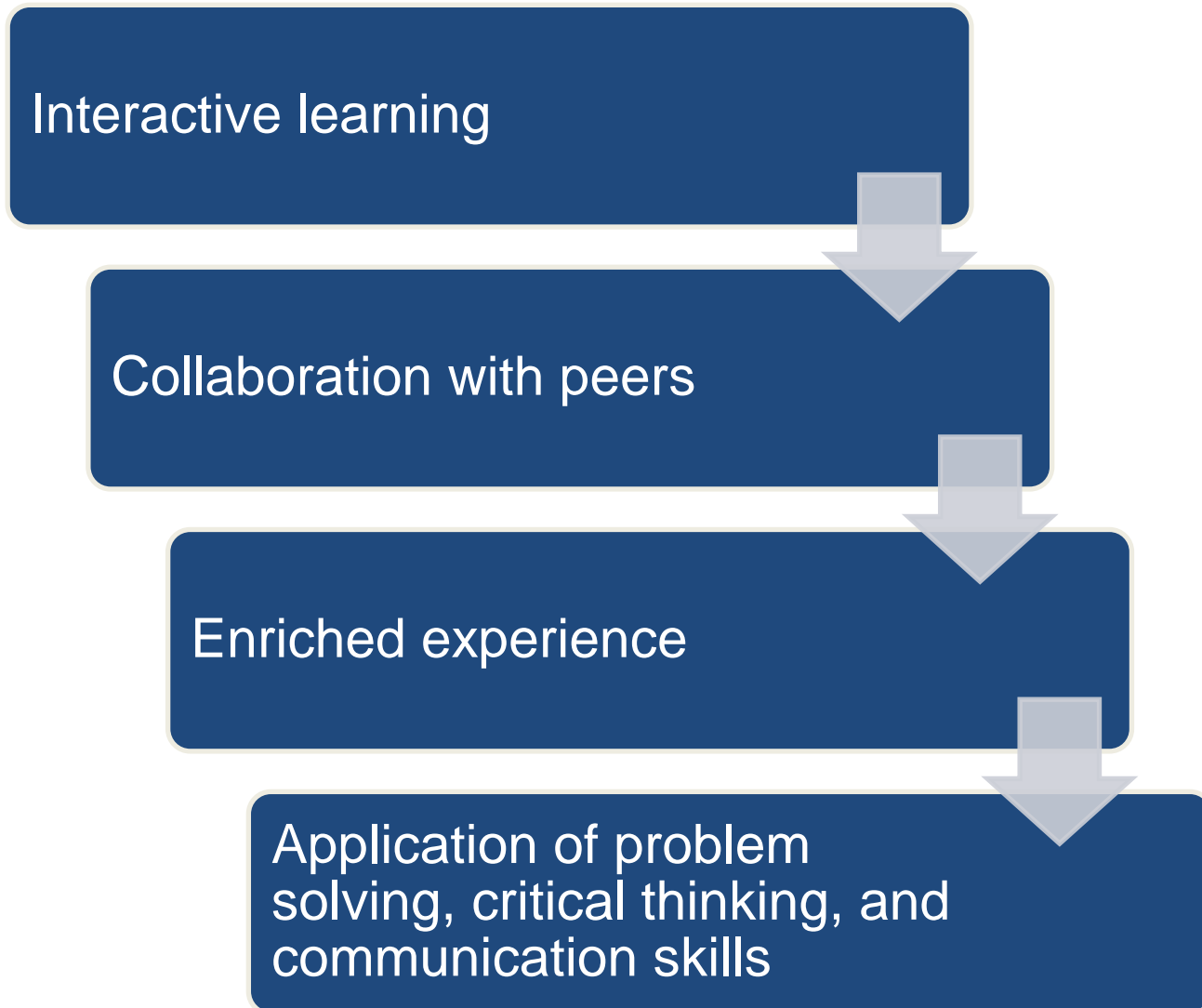
One Size Does Not Fit All

Teaching Strategies

- Strategies vary
- Use multiple strategies
- Support all learning styles



Benefits of Effective Teaching Strategies



5 Common Teaching Methods

- Lecture
- Discussion
- Demonstration
- Discovery
- Role play



Lecture



- One-way communication
- Less interactive
- Best used to impart rigid information

Discussion

- Two-way communication
- Questions used generate dialogue
- Greater participation



Demonstration



- Activities, exercises, and skills modeled by instructor
- Verbalize step-by-step as the skill is performed

Video Clip Link

- NOTE: Isaac,
- Please INSERT VIDEO clip

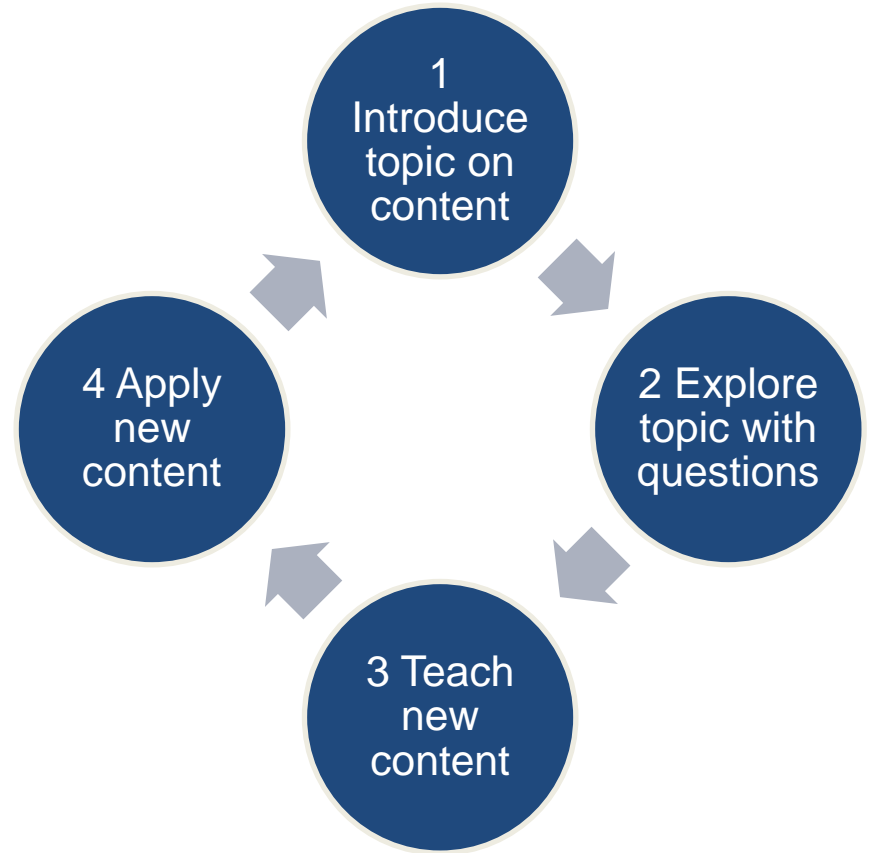
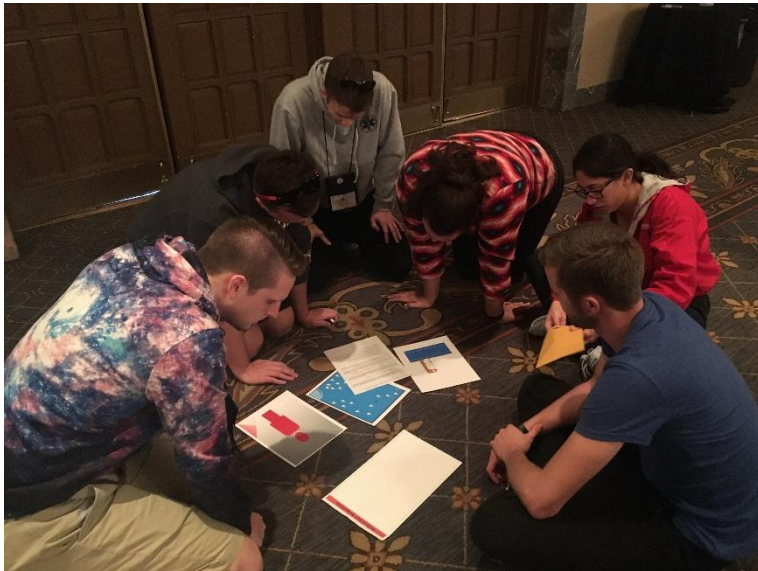


Discovery

- Instructor acts as a facilitator, focusing on students' personal experiences.
- Requires detailed preparation and takes more time to deliver the lesson.



4 Phases of Discovery



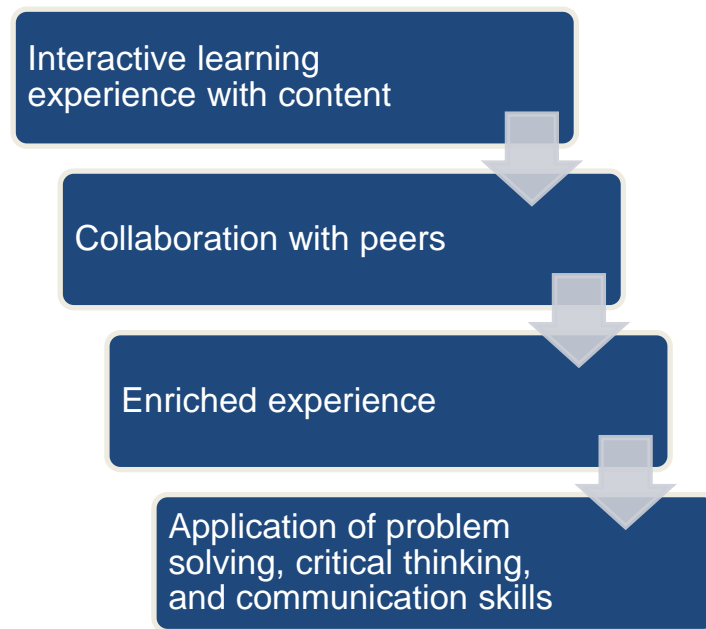
Role Play

- Realistic situations and creative exercises
- Practical situations in scenario-based interactive instruction



Lesson 4 Review

- A teaching strategy is a means to deliver content.
- Benefits to effective teaching methods include



Lesson 4 Review

- 5 common methods instructors can easily incorporate in lessons



Lecture



Discussion



Demonstration



Discovery



Role Play

Activities

Train the Trainer



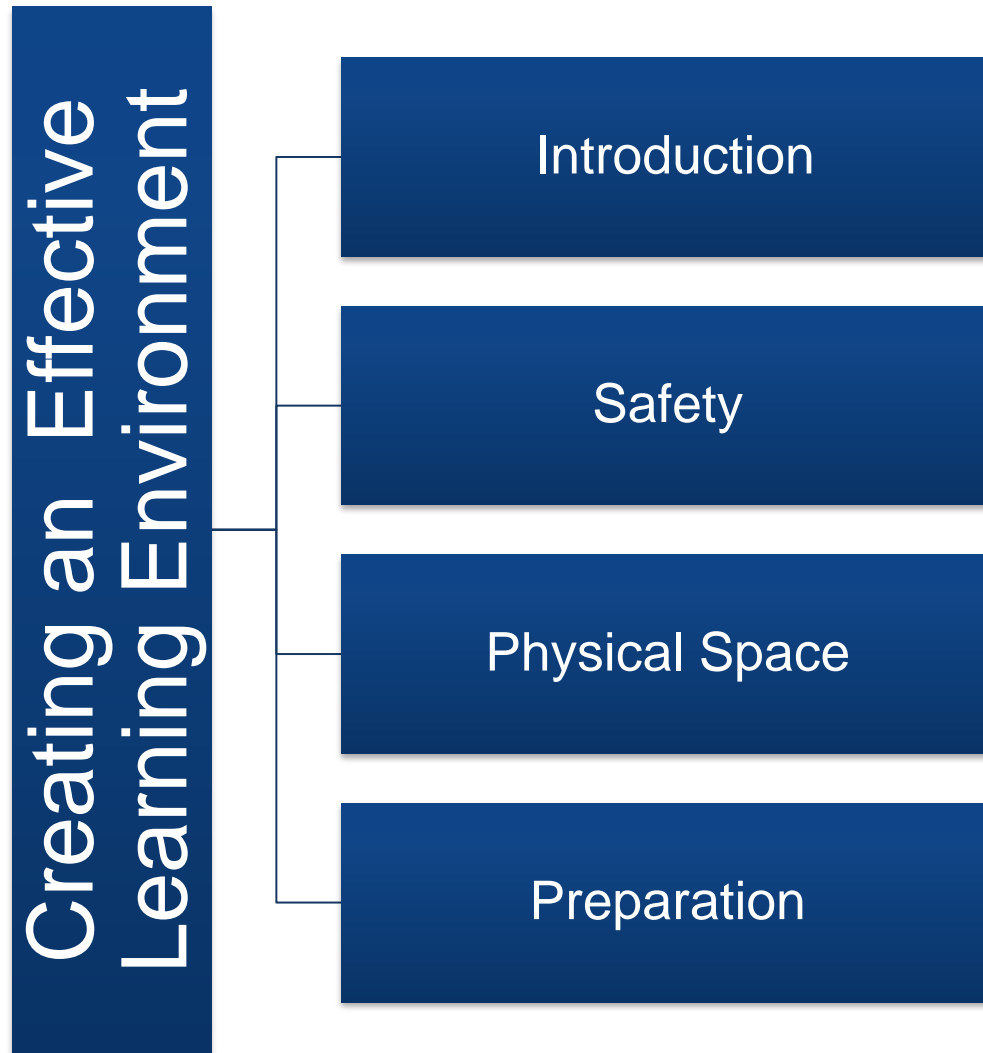
Insert Image 2.0

Train the Trainer

Lesson 5

The Learning Environment

4 Modules in Lesson 5



Lesson 5 Learning Outcomes

1

Describe the learning environment.

2

List steps to create a safe environment.

3

Recognize how to organize classroom space and prepare materials.

Introduction

Importance of Positive Learning Environments



The Learning Environment

- Educational setting where learning occurs



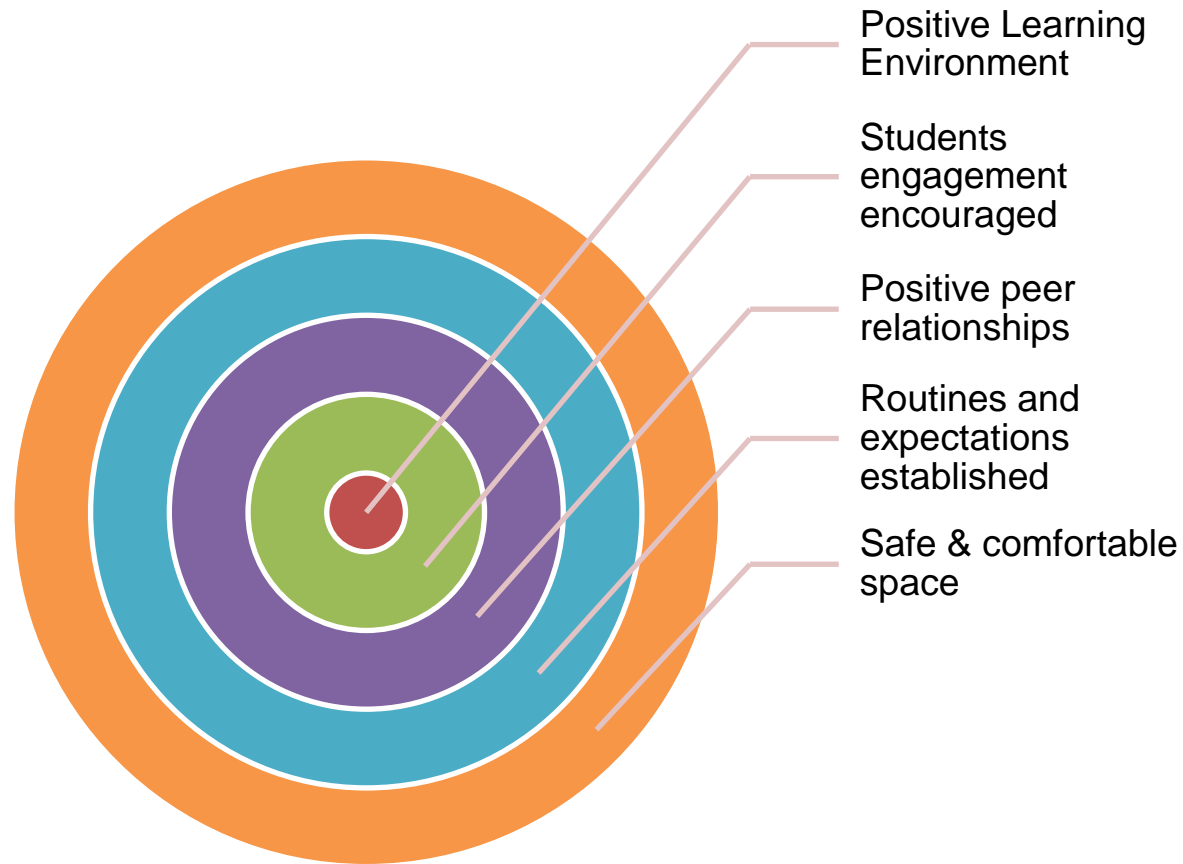
Benefits of a Positive Learning Environment

- Improves attention to learning
- Reduces stress and anxiety
- Supports social emotional learning (SEL)



Insert image 5.4

Instructors Control the Learning Environment



Insert image 5.5

The Safe Environment

4 Steps of a Safe Learning Environment



The Safe Learning Environment

Embarrassment
free

- Right to decline participation
- Right to feel valued

Intimidation
Free

- Students will be treated fairly



The Safe Learning Environment

Embarrassment
free

- Right to decline participation
- Right to feel valued

Intimidation
Free

- Students will be treated fairly

Free from the
Unknown

- Outcomes will be given with clear expectations
- Syllabus documents communicated

Judgment Free

- Mistakes are teachable moments with feedback
- Mistakes made will be learning moments for all

A microphone is positioned in the center of the frame, pointing upwards. The background is a blurred lecture hall with rows of desks and chairs. The text is overlaid on the image.

Physical Space

Preparing the Learning Space

Physical Space

- Type of space
- Equipment



Physical Space Comfort

- Furniture
- Lightning
- Climate
- Other needs



Physical Space

- Technology Needs





Organization

Organization Leads to Successful Teaching

Organization



Materials

Materials

Outline or syllabus

Textbook or resources

Resources for activities

Assignments

Handouts



Lesson 5 Review (1 of 4)

- The learning environment is an education setting where learning occurs under the guidance of instructors.
- Benefits of a positive learning environment include:
 - reduced anxiety,
 - improved attention to learning
 - supports social emotional learning

Lesson 5 Review (2 of 4)

- There are 4 steps of a safe learning environment

Embarrassment free

- Right to decline participation
- Right to feel valued

Intimidation Free

- Students will be treated equally

Free from the Unknown

- Outcomes will be given with clear expectations
- Syllabus documents communicated

Judgment Free

- Mistakes are teachable moments with feedback
- Mistakes made will be learning moments for all

Lesson 5 Review (3 of 4)

- Students learn best when they are comfortable. The type of space, furniture, climate and lightning should match the lesson.



Lesson 5 Review (4 of 4)

- Being prepared and well organized will help instructors create a positive learning environment.



Activities

Train the Trainer

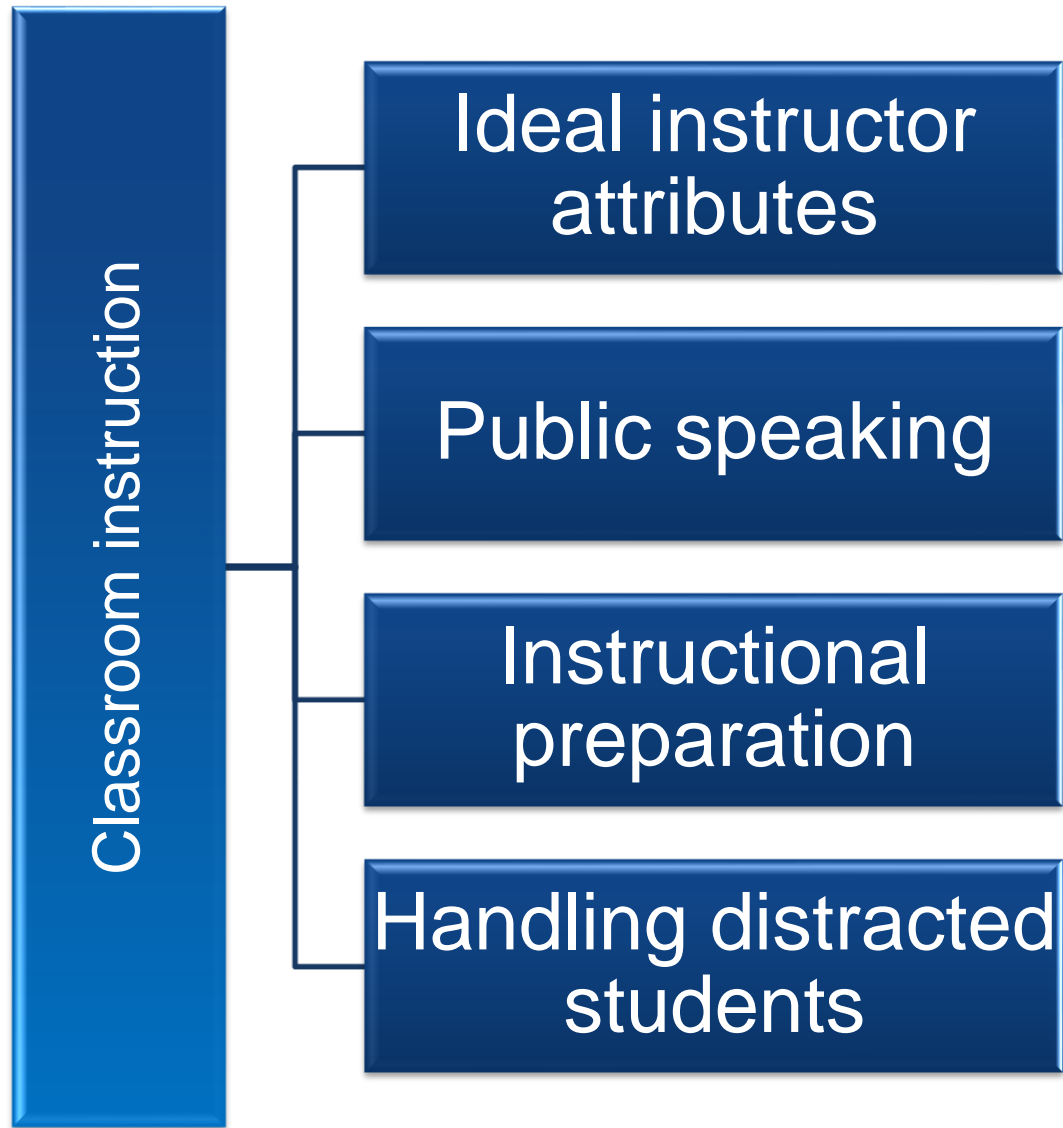


Insert Image 2.0

Train the Trainer

Lesson 6

Classroom Instruction



Lesson 6 Learning Outcomes

1

Discover personal attributes for instructors

2

Review presenter basics

3

Describe how to scan for comprehension during instruction.

4

Recognize characteristics for distracted students and discover how to engage them.

Ideal Instructor Attributes

Attributes

- Fair
- Firm, but also Flexible
- Compassionate
- Honest
- Objective

Best Instructors



Attributes

- Patient
- Clear Communication
- Prepared
- Organized
- Confident
- Passion

Best Instructors



Common Attributes

- Fair
- Firm, but also flexible
- Compassionate
- Honest
- Objective

Best



- Patient
- Clear communication
- Prepared
- Organized
- Confident
- Passionate

Instructors





Public Speaking

Presenter Basics



Teaching is Not a Speech

- When teaching
 - Engage
 - Stay on topic.Have a backup plan



Presenter Basics

Appropriately

dressed

Stand tall

Smile



Eye Contact

- Focus on many
- Avoid turning your back to students



Movement

- Don't pace
- Circulate
- Interact



Speed Matters

- Speak slower
- Avoid sounding monotone



Control Nerves



- Calm down
 - Practice
 - Deep breaths
 - Creating notes
 - Use course materials

Content Preparation



- Use lesson plans
- Review content before teaching
- Make teaching notes
- Presentation and handouts are visual aids

Scan for Comprehension

- Confirm understanding
- Ask questions in a different way

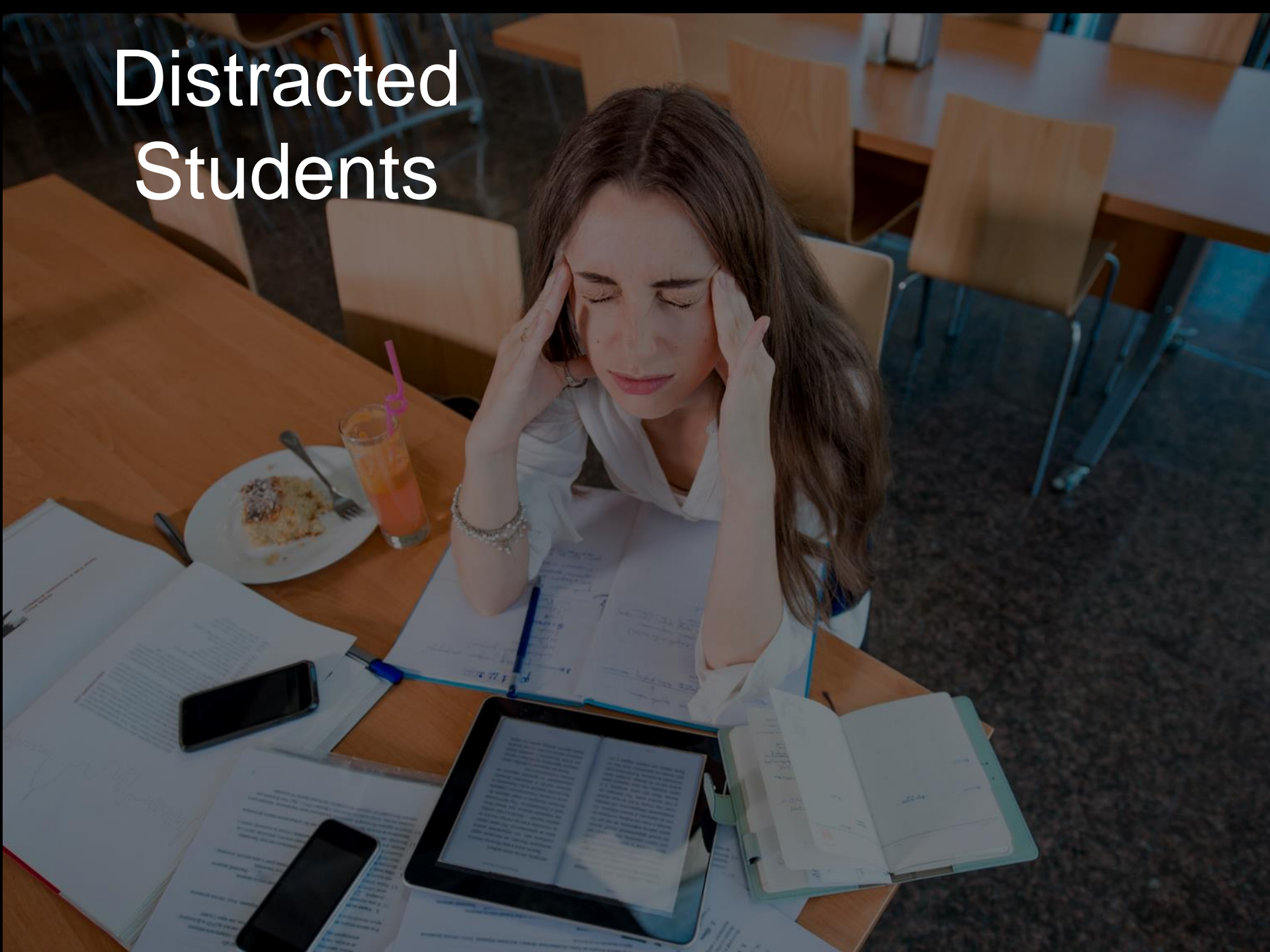


Competency Equals Success



- Teach competency of a lesson
- Provide additional help during breaks and after class

Distracted Students



Distracted Students

Strategies

- Class rules
- Circulate
- Proximity
- Engagement
- Ask questions often



Lesson 6 Review (1 of 2)

Attributes

- Fair
- Firm but also Flexible
- Compassionate
- Honest
- Objective
- Patient
- Clear communication
- Prepared
- Organized
- Confident
- Passionate

- Instructors with these traits tend to create connections with students
- Make instructors more interesting than their peers

Lesson 6 Review (2 of 3)

- Successful instructors follow basic presenter tips.

Basic Presenter Tips

- Dress appropriately
- Stand tall
- Smile
- Eye contact
- Appropriate movement
- Speed matters
- Control nerves
- Content preparation
- Scan for comprehension
- Competency is success



Lesson 6 Review (3 of 3)

Distracted students

- May be bored, tired or multi-tasking
- Motivate and engage them.
- Involve in activities
- Ask questions



Activities

Train the Trainer

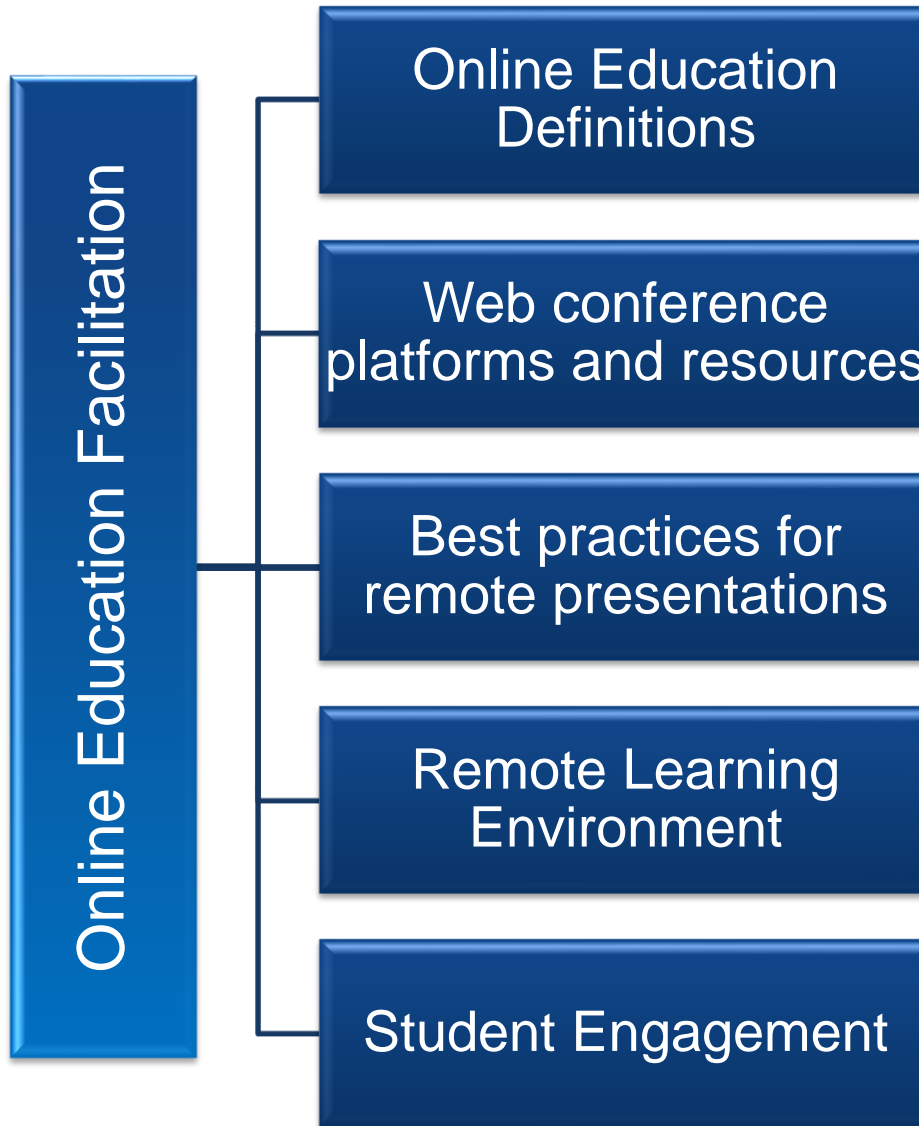


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Train the Trainer

Lesson 7

Facilitation of Online Learning



Lesson 7 Learning Outcomes

1

Define online education terms and facilitation of online education

2

Describe how to facilitate online education

3

Review platforms and common resources available.

4

Share best practices for presentations and lesson delivery.

5

List recommendations for the distance learning environment

6

Identify ways to engage students when facilitating online learning.

Definitions

Online learning

Distance learning

E-Learning

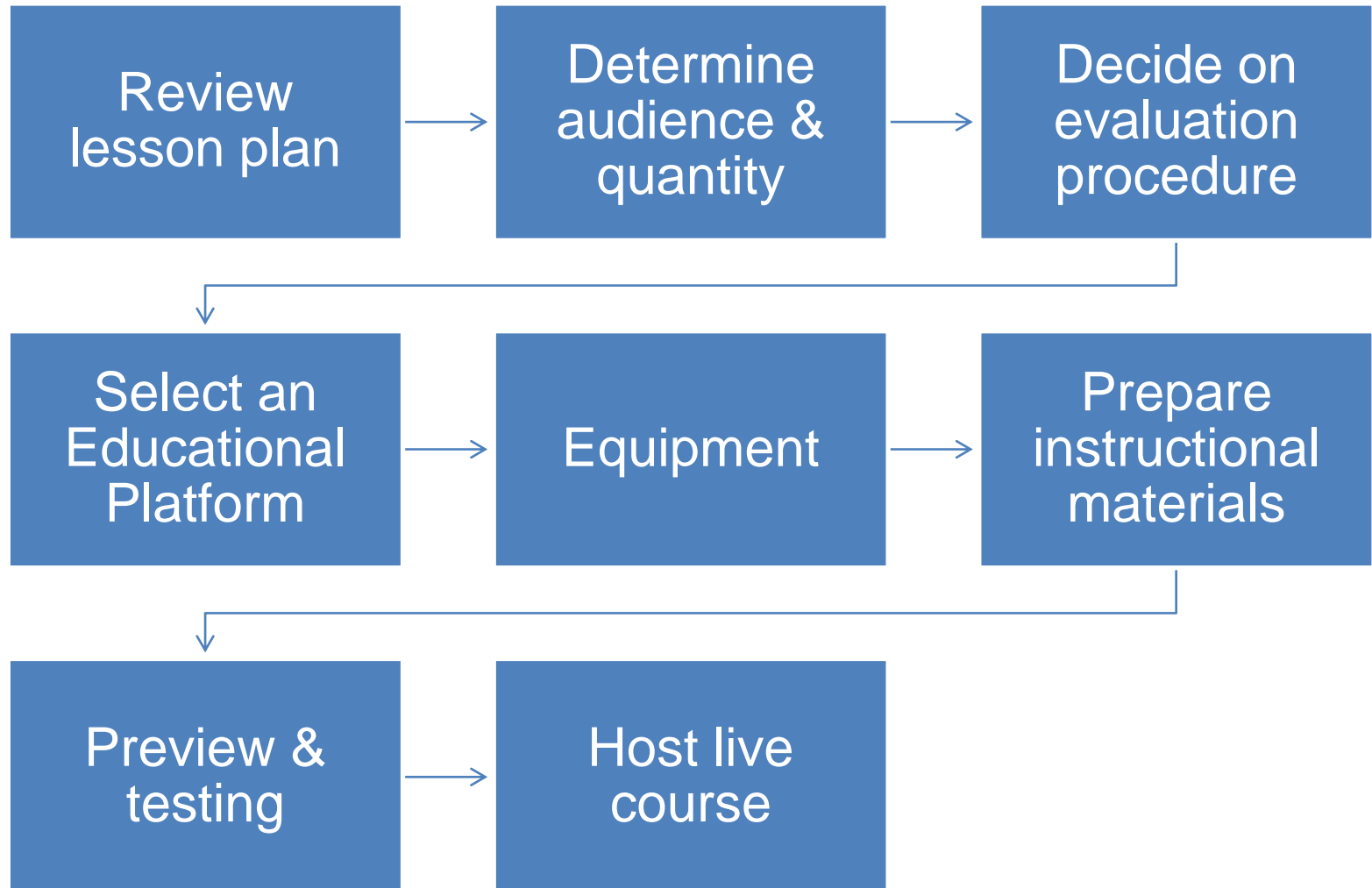
Blended learning



Facilitating Online Learning



Facilitation Steps



Equipment Needed to Facilitate Online Learning

- Uninterrupted Internet access
- Computer
- Webcam
- Microphone
- Headphone
- Display monitors



Platforms and Resources



Web Conferencing Platforms



Google Meet



Webex Meetings



Online Resources



Kahoot!



Other Resources (cont'd)

Kami



edpuzzle

Best Practices for Online Presentations



Lesson Preparation

Facilitating Online Education



Lesson Preparation

- Live content delivery



Lesson Preparation

- Pre-recorded content delivery



Preparing Visual Aids

When Facilitating Online Education



Presentations

- Make visible for everyone
- Share the screen
- Issue copies
- Professional
- Audience appropriate
- Proper use of graphics



Creating Content Slides

- Brief bullet points
- Avoid “bells and whistles”
- Incorporate appropriate graphics
- Displayed content should match verbal delivery



Slide Fonts and Point Size

- Arial, Tahoma, Helvetica, and Garamond
- Titles: 36-44pt
- Bullets: 28-32pt



Text and Backgrounds

- Text should contrast background
- Limit color use



The Virtual Teaching Environment

Plain background

Appropriate lighting

Test camera angle; face camera

Keep content visible



The Virtual Teaching Environment (cont'd)

Minimize clutter in the background



Clean desktop; close open tabs



Filtered microphone



Headset with built-in microphone

The Virtual Learning Environment

- Provide equipment needs
 - Internet connection
 - Microphone
 - Earphones
 - Webcam
- Support services
- Possible practice session



The Virtual Learning Environment

(cont.)

Laptops or Desktops

Avoid Distractions

Be camera ready

Software needed

Class rules and Agenda



Student Engagement

Online Instruction



Student Engagement

- Group assignments
- Breakout rooms
- Whiteboard canvas
- Screenshare collaboration



Student Engagement (cont)

- Brain breaks
- 20-20-20 rule



Student Engagement

- Ice breakers
- Themed lessons

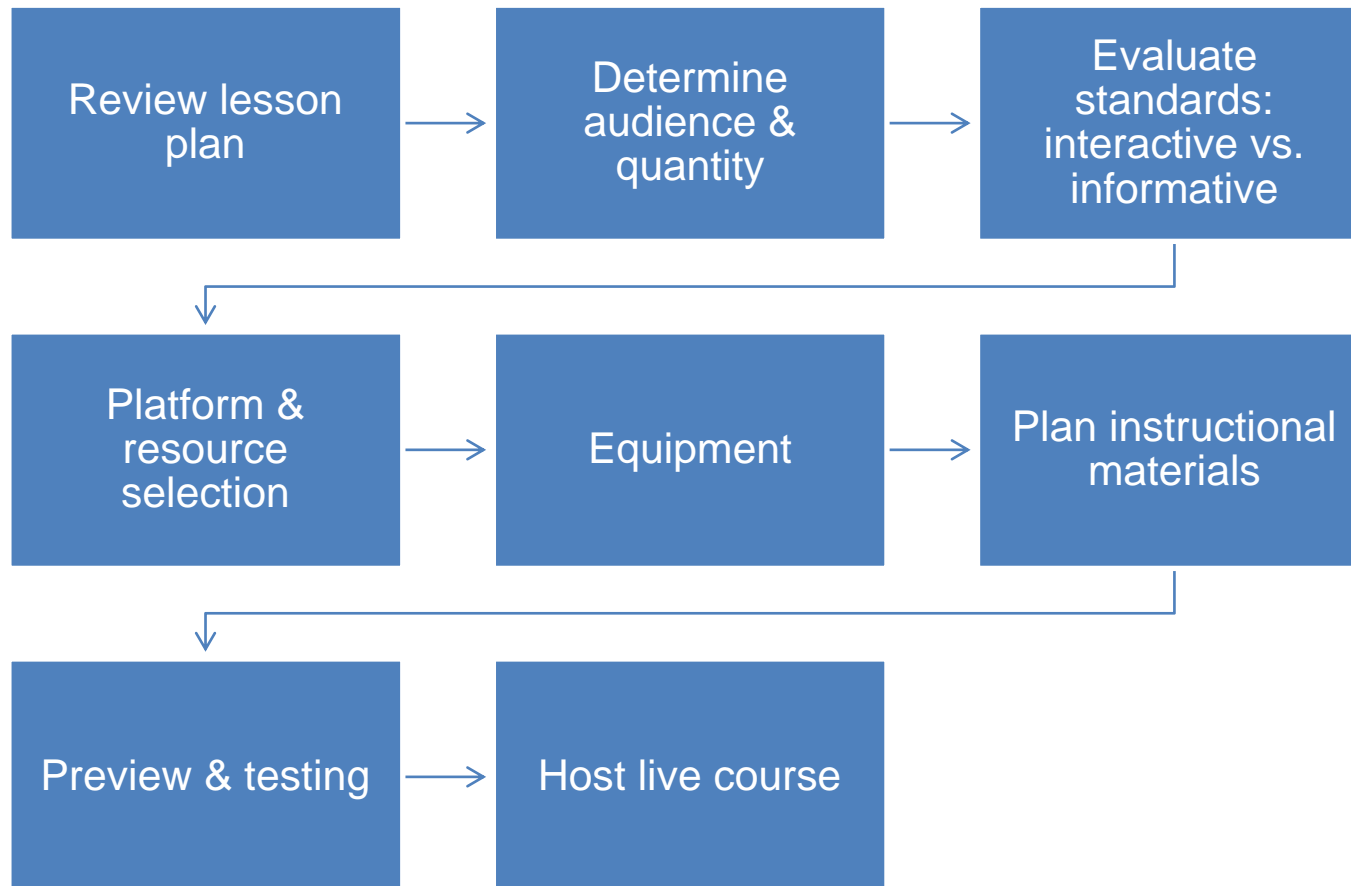


Lesson 7 Review

- Online learning takes place over the Internet.
- Two types:
 - E-learning: relies on digital resources, driven by students at own pace.
 - Blended learning: combination of virtual instruction and classroom activities

Lesson 7 Review

Facilitation of online education is how instructors organize and deliver education.



Lesson 7 Review

- Some common web conferencing platforms are



Lesson 7 Review

Resources available include applications



Kahoot!



Kami



Lesson 7 Review

- Best practices for making visual aid presentations

General Tips	
Title slide font size 36-42pt	Contrast colors for text & background
Bullet font size 28-32pt	Avoid bells and whistles
Fonts: Arial, Garamond, Tahoma, Helvetica	

- Prepare lessons for live instruction or pre-record

Lesson 7 Review



Virtual Teaching Environment: Instructor

- Clean, plain background
- Good lighting
- Camera: angle and positioning
- Content always visible
- Clutter free space
- Clean desktop
- Mic & headset

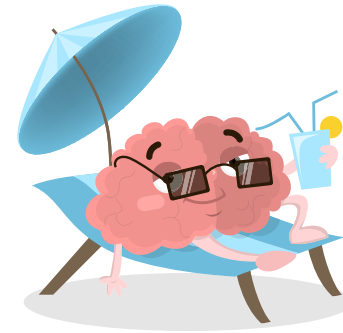


Virtual Learning Environment: Student

- Minimal distractions
- Camera ready
- Mic & earphones
- Software downloaded
- Class rules understood

Lesson 7 Review (cont'd)

- Group assignments
- Breakout rooms
- Brain breaks
- Icebreakers
- Games



Insert images
7.18 & 7.19

Activities

Train the Trainer



Insert Image 2.0

Train the Trainer

Lesson 8

Effective Facilitation

Effective Facilitation

```
graph LR; A[Effective Facilitation] --- B[Lesson plan as a resource]; A --- C[Encouraging participation]; A --- D[Teamwork]; A --- E[Practice];
```

Lesson plan
as a resource

Encouraging
participation

Teamwork

Practice

Lesson 8 Learning Outcomes

1

Identify lesson plan components.

2

Define facilitation and learn 5 steps to effective facilitation.

3

Discover strategies to encourage participation.

4

Explain how to use shared resources to create group synergy.

5

Describe when to use guided and unguided practice.

6

Follow or create a lesson to in a specific course that facilitates learning.

Using Lesson Plans



Lesson Plans

- A blueprint for teaching
- National courses often provide standardized plans
- Content remains the same. Delivery varies

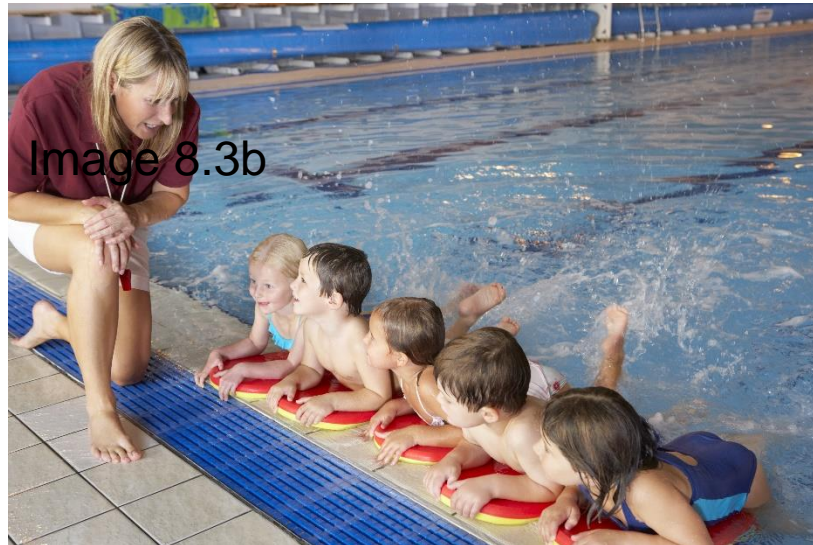


Image 8.3b

What is in a Lesson Plan?

Outcomes

Time
standard

Key points

Activities
for topic

Materials
needed

Evaluation
standard

Methods
& styles

Summary

Sample Lesson Plan



Lesson Plan

Course Name: Active (Shooter) Assailant Safety

Duration: 1 hour

CEUs: 0.10

Description:

An e-Learning course that teaches industry best practices to prevent, recognize, plan, and react to an active assailant incident. Strategies are provided that can be applied in a facility's Emergency Action Plan including tactics on how to escape, hide, and fight against an assailant attack. Understand how to plan for an attack, identify responsibilities for leadership, and know how to prepare a crisis kit when developing an Active Assailant (shooter) EAP. Participate in video-based scenarios with newly acquired skills.

Needs analysis:

Active assailant (shooter) incidents can occur anywhere, are unpredictable, and evolve rapidly.

Active shooter/ assailant incidents are more frequent in soft target facilities such as entertainment venues where E&A clients operate, schools, or any other areas where large crowds gather. People working in those types of venues need to be prepared by training their leadership and staff to help keep their attendees safe.

Training provides a way to plan for the threat of such events. Whether an actual attack by individual or group occurs, knowing the tactics of how to escape, hide, and fight can save lives.

Evaluation:

Successful evaluation includes:

- Completing all lessons in the course
- Finishing every activity and assessment successfully
- Completing a class evaluation survey in the LMS.

Note: Participant records are updated within fifteen (15) days after the last scheduled class for the program. You may access your updated training record after receiving an invitation via SMS/email from Ellis Education Services to complete a class evaluation survey. Upon completion of the class evaluation survey, you will be able to:

1. View your updated student record with the completed class listing
2. Access your training credential (certificate / license)
3. Purchase any eligible CEUs associated with the program
4. Access and print a copy of your updated training record showing all training history and CEUs by using the Print Screen feature in the Portal.

Outcomes:

Upon completion of the course students will be able to:

1. Review past active assailant incidents in the United States.
2. Identify common motives and traits behind an active assailant.
3. Prepare a plan for an active assailant (shooter) attack.
4. Identify roles and responsibilities for different levels of leadership tasked with preventing and responding to active assailant (shooter) incidents
5. Recognize indicators of violence that assailants display.



Lesson Plan

7. Describe each of the three options of escape, hide, or fight available if an active assailant (shooter) incident occurs.
8. Describe the process of dealing with the aftermath of an active assailant (shooter) incident.

Facility / equipment requirements:

1. Trainer supplies - PPT videos, instructional tools for Course, Lesson Plan template that is a material for Implementation Guide product, and
2. Manikins, feedback devices, first aid supplies listed in course lesson plans.
3. Manikins with feedback devices capable of maintaining compression rate and measuring depth and recoil.
4. Cleaning supplies for sanitizing manikins and other safety equipment.
5. Course skill sheets in the lessons.
6. Practice assessments.
7. Final written assessments.
8. AED trainer.
9. Comfortable seating.
10. AV equipment.
11. Digital student manuals one per participant.

Instructional methods:

A combination of the following methods is used to achieve the learning outcomes: audio-visual presentation video lecture, practice questions, video-based simulations, creative exercises, drop & drag exercises, and photo labeling.

Assessment methods:

Practice questions, video-based simulations, creative exercises, drop & drag exercises, photo labeling, review and chapter assessments.

Ungraded assignment: Takeaway - apply information to the creation or modification of a facility EAP plan & drills.

Learning styles:

Described by session on the following page: VARK
Visual, Aural/ Write, Read, Kinesthetic.



Insert image 8.25

Effective Facilitation

Effective Classroom Facilitation

1. Set expectations

2. Encourage participation

3. Listen carefully:
Talk less

4. Practice more

5. Finish strong



Empower Students

Set Expectations



Set Expectations

- Welcoming environment
- Ground rules
- Survey student expectations
- Participation matters



Encourage Participation

Insert image 8.7

Empower Students

Encourage Participation

- Welcoming: icebreakers & energizers
- Share outcomes
- Connect learning to real world
- Get and give feedback



Listen Carefully and Talk Less



Listen Carefully and Talk Less

- Show acknowledgement when listening
- Phrases like: “Yes”, “I see”, “tell me more,” or “I’d like to hear about that”
- Positive body nonverbal body language
- Check in with students

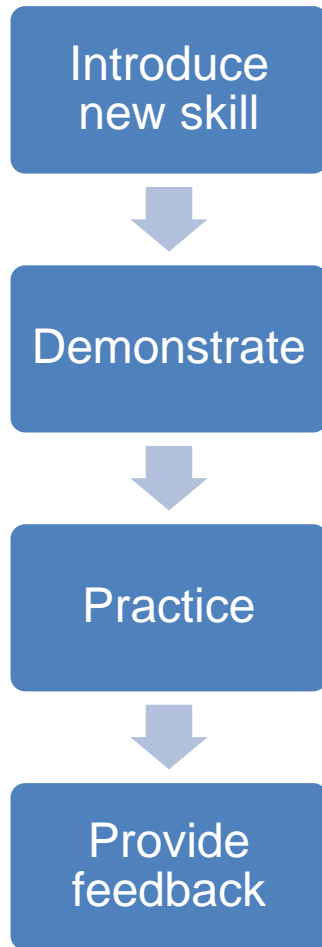


Practice More

*More Doing: Less Speaking
Approach*



Practice More



Insert video clip Media 8.11:

Double Row drill video in Pectora library, edit clip starting at 1:20 second mark and allow to finish. After video – pick up final narration Paragraph

Practice

Guided vs. Unguided



Guided Practice

- Instructor led
- Demonstrations
- Perform steps together
- Organized exercises
- Timely feedback
- Proficiency is earned at different rates



Unguided Practice

- Mostly used when proficiency is already achieved
- Ideal for review, refresher
- Requires instructor feedback



Insert image 8.13

Finish
Strong





Strategies to Encourage Participation

How to Get Students to Participate

Students Who Volunteer

- More confident
- More outgoing
- Verbal and auditory learners



Reluctant Respondents

- Shy or embarrassed.
- Afraid of being wrong.
- Need more time to process and formulate answer



Think Time

Time to formulate
a response

Take time to write
a response

Pair and share

How Often Should Instructors ask Questions?

5 Minute Check-In Rule



A photograph of an outdoor swimming pool with several swimmers. In the foreground, a swimmer is performing a backstroke with one arm raised. To the left, another swimmer is wearing blue goggles and a black shirt. In the background, there are lane lines, a lifeguard stand, and colorful triangular flags strung across the pool. The text 'Teamwork' is overlaid in white, bold font in the center. Below it, the text 'Working Together Matters' is overlaid in white, italicized font.

Teamwork

Working Together Matters

Collaborative Activities

Group work engages students

Provides active learning experiences



Lesson 8 Review (1 of 2)

- Blueprint or game plan to teach
- Lesson plans include:

Outcomes

Approximate time

Key points

Activities

Materials needed

Evaluation standard

Summary



Lesson Plan

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5. Recognize indicators of violence that assailants display.

Lesson 8 Review (2 of 4)

- Guiding and leading others through content effectively by:

1. Setting expectations

2. Encouraging participation

3. Listening carefully; talking less

4. Practicing more

5. Finishing strong

Lesson 8 Review (3 of 4)

Guided Practice

- Instructor led step by step
- Student is still not a proficiency
- Each student achieves proficiency at own rate



Unguided Practice

- Student led
- Requires proficiency already
- Ideal for students reviewing content
- Instructor feedback



Lesson 8 Review (4 of 4)

- 5 minute check
- Think time
- Write a response before sharing
- Pair & share
- Collaborative activities
- Group tasks resulting in creating synergy

Activities

Train the Trainer



Insert Image 2.0

Train the Trainer

Lesson 9

Student Assessment and Remediation

Assessment & Remediation

Evaluation

Assessment
types

Remediation

Lesson 9 Learning Outcomes

1

Explain the importance of student evaluations.

2

Describe types of assessment.

3

Review strategies for remedial training.

Evaluation



Types of Evaluation

- Traditional Assessments
 - Written
 - Practical
- Continuous Checks
- Authentic Assessment
- Assignments



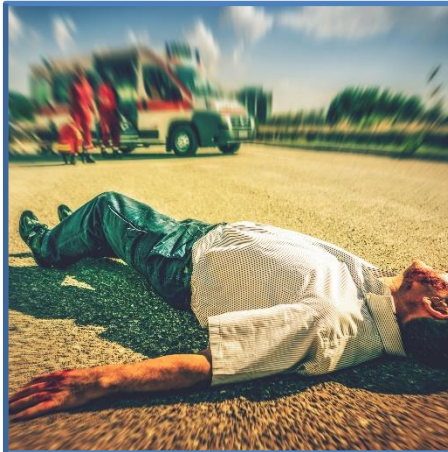
Continuous Checks

- Observe visual cues
- Paraphrase
- Review wrong answers



Authentic Assessment

Performing real-life tasks



Example
one



Example
two



Example
three

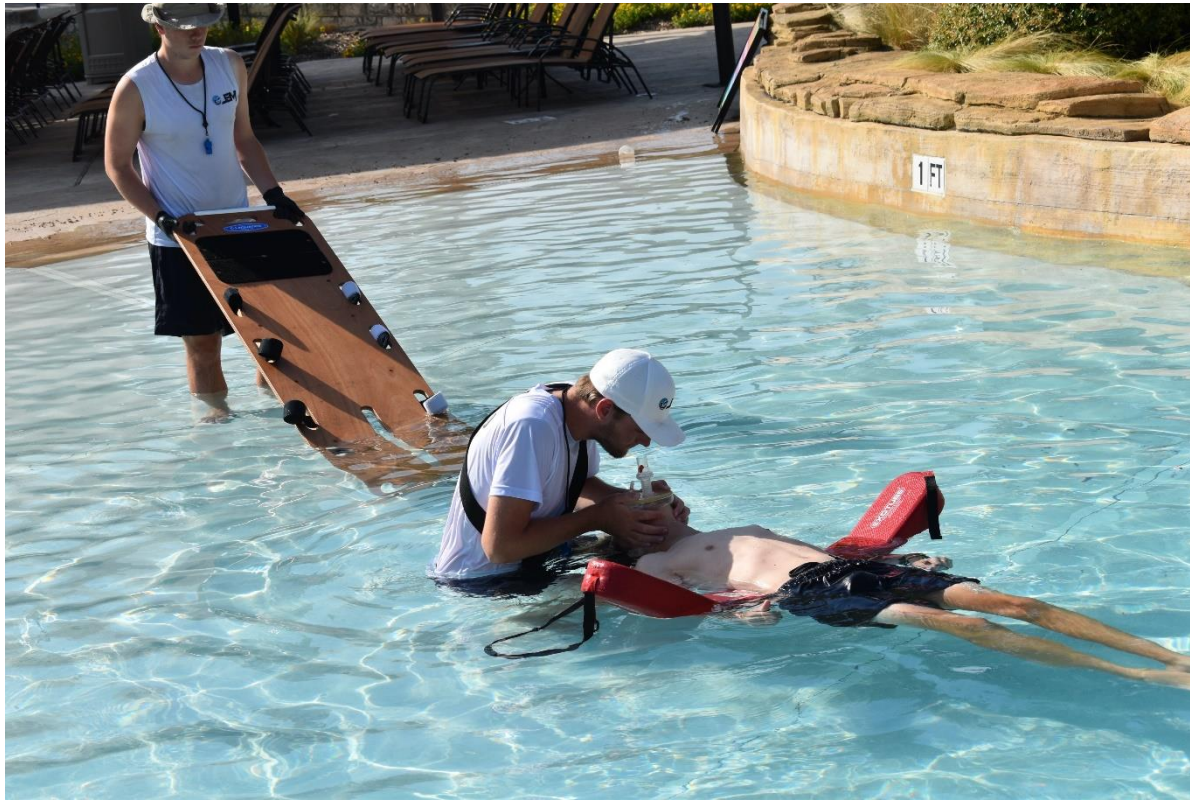
Example of Authentic Knowledge Assessment



Example of Authentic Skill Assessment



Example of Authentic Skill Assessment



Standards vs. Testing Accommodations

- Standards measure competency
- Accommodations should not alter standards
- Accommodations level the playing field



Testing Accommodations



Appropriate to meet needs of select students



Verbal instead of written



Use a scribe or a reader



Provide in native language



More time



Focus on result of a skill, not modification

Competency

- Demonstrating skills to a defined standard
- Maintain consistency
- Hold students accountable to the standard of performance



Remediation



achieve Success

Feedback

- Timely
- Positive and encouraging.
- Explain the good.
- Explain what needs to be better & why
- Show students how to perform a task they have not yet mastered
- Strategies

Lesson 9 Review (1 of 3)

Evaluations measure performance compared to standards

Types of evaluations include:

- Traditional written or practical assessments
 - Written
 - Practical
- Continuous Checks
- Assignments
- Authentic Assessment

Lesson 9 Review (2 of 3)

Types of assessments



Continuous checks



Traditional



Authentic

Lesson 9 Review (3 of 3)

- Remedial training is part of the learning process.



Timely

Positive and encouraging.

Explain the good.

Explain what needs to be better & why

Demonstrate how Strategies

Activities

Train the Trainer



Insert Image 2.0

Train the Trainer

Lesson 10

Using the Pectora™ Online Training Management System

Lesson 10 Learning Outcomes

- Understand terminology and system design used in Pectora
- Discover the roles of each authorized Pectora Team Member and Instructor on an account
- Become capable of creating and managing a class within Pectora
- Comfortably navigate menu areas within Pectora most used by instructors
- Understand the resources available to instructors when using Pectora

Lesson 10 Limitation

- The slides that follow provide an overview of the Pectora Online Training Management System (TMS).
- Users will be entering the actual TMS during practice



Click below to learn more about the key areas of Pectora and the terminology used in each context:

Log In

Main Menu by Profile

Account Access

Class Creation

Team Members

Library

Login Screen

<<LAYER TO SLIDE 4>>



Login Email:

- **Students:** email must be identical to the email used when registered for the class.
- **Team Members:** email must be identical to the email associated with the profile on record for the person logging in.

Login Password:

- Selected by the student or Team Member at the time of their personal Account Profile creation.

Log in

Enter your email.

Enter the password that accompanies your account.

Forgot password? [Reset it here](#)

Login Password Reset:

- If you forget your password, click the reset link. Enter your email address when prompted and Pectora will send a login link to your email, if it matches what is on record in Pectora.

Two “Account” Access types:

Access

<<LAYER TO SLIDE

- **Company Account** – organization who is affiliated with Ellis Education services or is a client of Ellis & Associates
 - Physical facility or facilities
 - Authorized Team Members
- **Individual Account Profile** – An individual person who has created a profile in Pectora
 - Students at registration
 - Authorized Team Members on a Company Account

Two Team Member types:

- **Company Account Admin** – A primary company representative who is authorized to manage the company account
 - Controls Team Member additions or removals
 - Controls account information, facilities, purchasing, contracts
 - Can do all the tasks of a user
- **Company Account User** – An individual with a specific role within the company, such as an instructor
 - Access training history
 - If also an instructor, can create and manage classes

Team Member Menu

Student Menu



Team Member Menu View: <<1>>

Team Member Menu View: <<2>>

Team Member Menu View: <<3>>

- **Library** – Displays key documents and resources identified by your level of access. Also has a means for searching for documents and resources not displayed.
- **IASS** – Information and registration for Ellis & Associates annual International Aquatic Safety School.
- **Support** – Link to the Pectora support page. The support page contains articles and FAQs to aid Team Members who get stuck. Also allows for specific questions to be answered by the Pectora support team.

Dashboard

Feed

Accounts

Classes

Instructor Classes

Credentials

People

Library

IASS

Support

Student Menu View: <<4>>

- **Dashboard** – Displays communication feed, classes you are registered in, and student training history (if any).
- **Feed** – Communication Feed used by Ellis to provide targeted information.
- **Classes** – Displays all classes currently offered and provides a shortcut to current and past classes the student was enrolled
- **Support** – Link to the Pectora support page. The support page contains articles and FAQs to aid Students who get stuck. Also allows for specific questions to be answered by the Pectora support team.



Dashboard

Feed

Classes

My Classes

Find a Class

Support

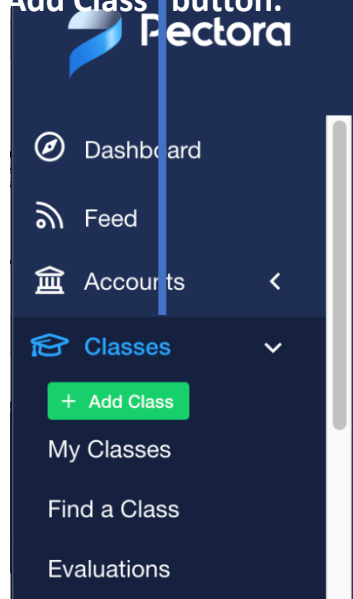
Class Creation

<<LAYER TO SLIDE 4 – CC PART “A”>>

Class Creation - Menu:

<<1>>

Under “Classes”, click on the “Add Class” button.



Add Class – Instructor <<3>>

- **Instructor** – Select the instructor teaching the class from the dropdown.

Add Class

Account *

- Select -

Facility *

- Select -

Course *

- Select -

<<4>>

Can't find the Instructor? – If you do not see the instructor name you are expecting, it is probably due to one or several of the following:

Add Class – First Terms <<2>>

- **Always enter information for “Account”, “Facility”, and “Course” first.**
- **Account** – Select the correct account.
- **Facility** – Select the specific facility at which this class will be taking place.
- **Course** – Select the exact course for the class you are creating. Double check this as some classes have similar names but may result in different credentials or have

Class Creation

<<LAYER TO SLIDE 4 – CC PART “B”>>

Participant type: <<1>>

- Select “New”, “Renewal”, or “Both”.
- “New” participants means that this class is ONLY open to students who have not taken this class previously or for courses without a renewal option.
- “Renewal” participants means that this class is ONLY open to students renewing their training.
- “Both” participants means that both new and renewals

Participant type *

Different date / time

Start date *

End date *

Start time *

On the first day.
Valid formats: 2pm, 2:00pm, 14:00

End time *

What's this ?

Dates and Times: <<2>>

- Start date – enter a date or use the dropdown calendar tool to select the first date of your class.
- End date – enter a date or use the dropdown calendar tool to select the last date of your class.
- Start time – enter the time the class will start on the FIRST DAY OF CLASS.
- End time – enter the time the class will end on the FIRST DAY OF CLASS.

Status and Landing page: <<1>>

- For Status, select “Published” or “Draft” – “Published” means that the class will be immediately active and can accept registrations, as soon as it is saved. “Draft” means that it will remain inactive once saved.
- For Landing page, select “Enabled” or “Disabled” – “Enabled” means that the landing page for the course with links

<<LAYER TO SLIDE 4 – CC PART “C”>>

The screenshot shows a form with several sections:

- Status ***: Radio buttons for "Published" (selected) and "Draft".
- Landing page ***: Radio buttons for "Enabled" (selected) and "Disabled".
- Log in / Sign up (Participants) ***: Radio buttons for "Optional", "Required" (selected), and "Disabled".
- Late registration**: A date input field.
- Deadline**: A date input field.
- Online Registration**: A checkbox that is unchecked.
- Feature on Ellis & Associates, Inc. website**: A checkbox that is checked.
- Notes**: A rich text editor with a toolbar (Font, Size, Bold, Italic, Underline, Text color, Background color, Bulleted list, Numbered list, Indent) and a text area.
- Save / Cancel**: Buttons at the bottom.

Log in / Sign up: <<2>>

- For Log in / Sign up (participants), select “Optional”, “Required”, or “Disabled” - “Required” means that the student is required to create an individual account profile within Pectora in order to take the class. “Optional” means that they will be given the option to create a profile but not a requirement. “Disabled” means that Pectora will not prompt the student to create a profile when the student is notified that they have been registered for this class.

Late registration, De

- For Late Registration registration to begin
- For Deadline - enter registration. If a date allowed after this date
- Online Registration students to “register” box.

Notes and

- The Notes section allows you to have critical information you need to have this class listed about the class.
- Save the class – Before clicking on the “Save” button, review all fields to confirm accuracy. If all looks correct, click the “Save” button. The class will now be active and ready to accept registrations.

Class Creation – Landing Page <<LAYER TO SLIDE 4 – CC PART “D”>>

The landing page is where students will be directed when they log into Pectora and click on the class.

On this page, students will find:

- Course Name and Pectora ID
- Date range of the class
- Times of the first day of class
- Link to elearning (if applicable)
- Course information and notes
- Instructor contact information
- Student textbook and other resources

ROSTER **LANDING PAGE** EDIT CLOSE CANCEL HISTORY

Health Care Provider BLS & Standard First Aid

Class 1006-6455

Nov 04 - 05, 2020

8am - 11am on first day*

Club Joe

Online course available *

Open Course

What's this ?

Course Information

This is a course for professional students desiring national CPR/AED and standard first aid certification at the level of "Health Care Provider Basic Life Support (HCP-BLS)." The course is a comprehensive educational program promoting objective driven and performance based training for health care professionals that includes physicians, nurses, PAs, EMTs, paramedics, lifeguards, athletic trainers, ski patrollers, and others designated at the "first responder" level. These professionals are required by regulatory entities to achieve and maintain certification through a HCP-BLS curriculum. This course is a single, integrated curriculum that includes training in adult and pediatric CPR, multiple-rescuer CPR, automated external defibrillation (AED), airway obstruction, heart attack/stroke prevention and emergency treatment, as well as special cardiac-related situations that health care providers deal with as a part of their jobs. The curriculum's first aid component includes training in scene and victim assessment, caring for injuries, caring for medical emergencies, injury prevention, and emergency moves. This hands-on course covers medical content defined by the International Liaison Committee on Resuscitation (ILCOR), and promulgated through the publication of the most current "CPR and ECC Guidelines by the American Heart Association. Students receive the most current content through a variety of educational methods, and must practice the required lifesaving skills on manikins and through simulations, drills and exercises.

Meet Your Instructor



Joe Stefanyak

(407) 401-7120

joe.stefanyak@ellis.com

Course Materials



HCP BLS (CPR) Student Textbook (2020)



Lesson Plan



Planning Document



Standard First Aid Student Textbook (2020)



Syllabus

- Dashboard
- Feed
- Account
- Classes
- Instructor Classes
- Credentials
- People
- Library
- Videos
- Index
- IASS
- Support

Hello, what can I help you find?

Hello, what can I help you find?

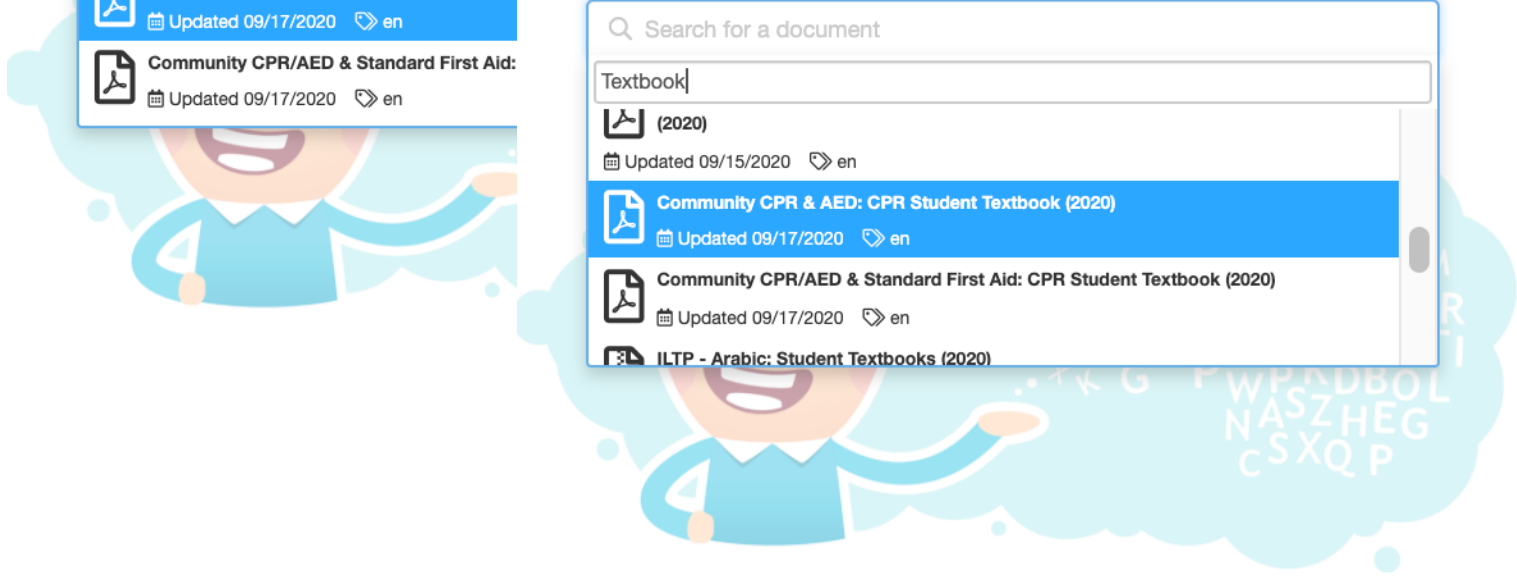
Search for a document

- Health Care Provider BLS & Standard First Aid (2020)
Updated 09/15/2020 en
- Community CPR & AED: CPR Student Textbook (2020)**
Updated 09/17/2020 en
- Community CPR/AED & Standard First Aid: CPR Student Textbook (2020)
Updated 09/17/2020 en

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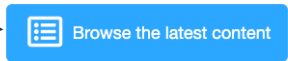
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Updated 09/15/2020 en
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Updated 09/17/2020 en
- Community CPR/AED & Standard First Aid: CPR Student Textbook (2020)
Updated 09/17/2020 en
- ILTP - Arabic: Student Textbooks (2020)

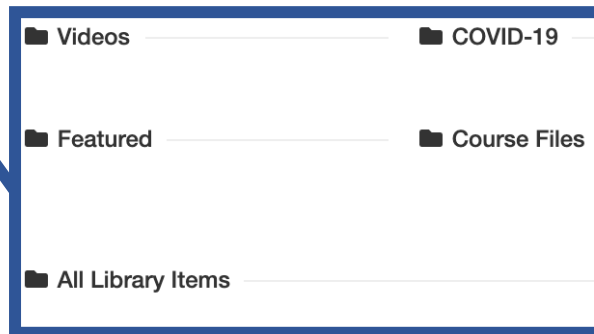


<<1>>
Looking for something that

Looking for recently added content?

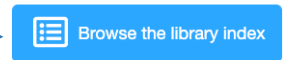
 Browse the latest content

<<2>>
Click on available individual



<<3>>
To view the entire Pectora

Prefer a complete list?

 Browse the library index

Class Management in Pectora™

- Active Class Screen
- Online Registration Link
- Roster Registration
- Student Confirmations
- Monitoring Student Activity
- Tools
- Class Close Out



Class Management in Pectora™

Click below to learn more about the key class management functions:

[Class Management Screen](#)

[Monitoring Student Activity](#)

[Class Registration](#)

[Other Tools](#)

[Student Confirmations](#)

[Class Closeout](#)



Class Management Screen

16>>

<<LAYER TO SLIDE

[Dashboard](#) / [Classes](#) / Lifeguard Training Class

Lifeguard Training Class

[ROSTER](#) [LANDING PAGE](#) [EDIT](#) [CLOSE](#) [CANCEL](#) [HISTORY](#)

Class ID 1006-6862

Account [A 1-Safety First Pool](#)

Address 420 Caruthers Lane, N. Huntingdon PA 15642 US


Date Dec 05 - 12, 2020

Renewal date 12/12/2020

Late registration 12/05/2020

Online registration ✓ Enabled

Capacity 20

Created by  [Ivana Bealifeguard](#)

Status Open

Course Lifeguard Training

Facility [Club Joe](#)

Landing page Enabled Sign up required [Preview](#)

Time 9am - 6pm

Renewal time 9am - 6pm

Deadline 12/05/2020


Registration link [View page](#) [Email link](#)

Registration fees Not set

Created on Dec 02, 2020 at 9:32 pm

Advertised on N/A

Instructors

Name	Email	Phone	Credential ID
 Great Instructor ★			1020-6208

<<1>>

Main management menu.

<<2>>

Class set up summary.

<<3>>

Class set up summary, continued.

<<4>>

Assigned Instructor(s)

Class Registration Options

<<LAYER TO SLIDE 16>>

Registration link [View page](#) [Email link](#)

Lifeguard Training Class 1006-6862 Registration Link

To | _____ Cc Bcc

Add Participants

Participar

New **Save time. Add many participants at once.**
Use our **quick add form** or follow the template instructions.
Participant email addresses are required.

Template Instructions

1. Download the template
2. Open template in Excel
3. Enter participant information
4. Upload filled out template

Upload CSV **Choose File** **Upload CSV** **Cancel**

Renewal **MAX 99**

Renewal Search **Actions**

✕

Add Participant

First name * Last name *

✕

Add Renewal Participants

Name Expires

First name	Last name	Expires
Joe Stefanyak		107 05/27/2021
Joe Stefanyak		259 11/20/2021
Joe Stefanyak		055 11/20/2021
Steven Miller		745 11/20/2021
Ivana Bealifeguard		388 11/20/2021

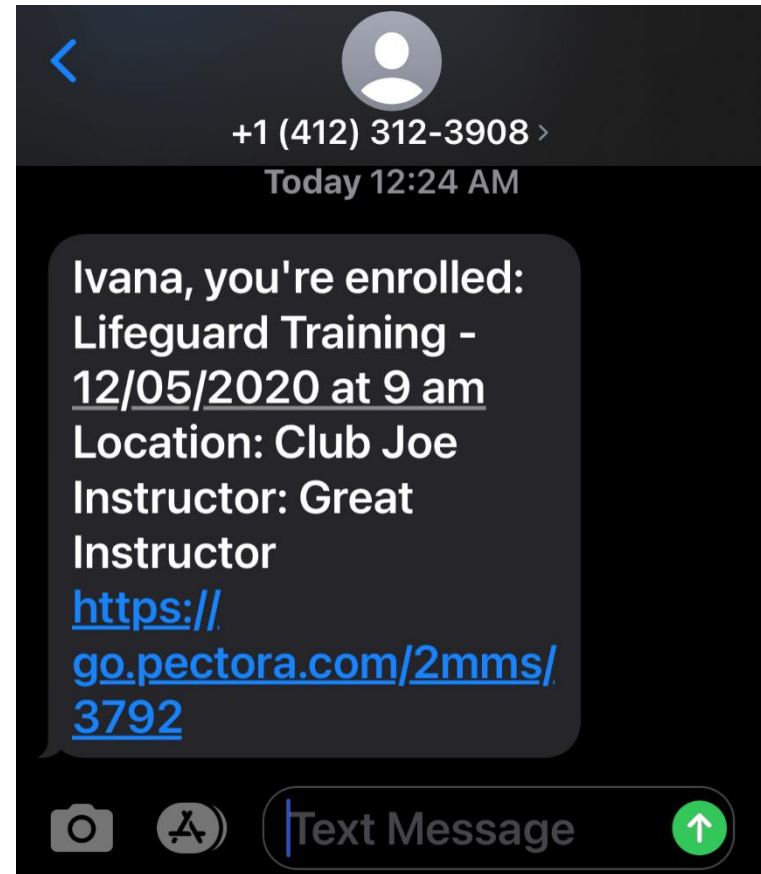
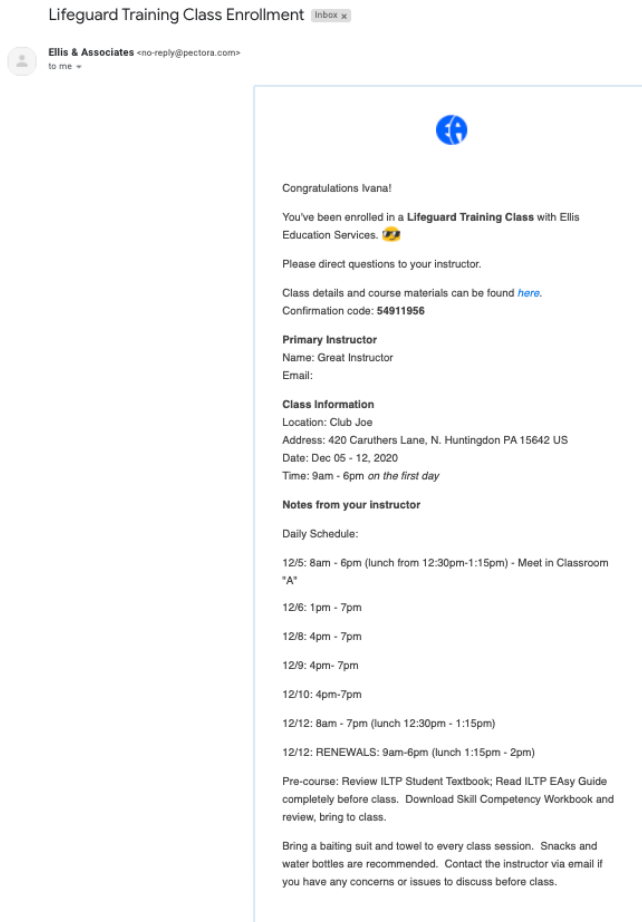
Email Credential id

Notify Yes No

Cancel **Search** Cancel **Add**

Student Confirmations

<<LAYER TO SLIDE 16>>



Monitoring Student Activity

<<LAYER TO SLIDE 16>>

The screenshot displays a user interface for monitoring student activity. At the top, a header reads "Brian Kenwell - Change log". Below this, a list of activity entries is shown, each with a timestamp and a description of the activity. Callouts are placed over the interface to highlight specific features:

- <<1>>**: A callout pointing to a menu icon in the top right corner, with the text "Click here to view the Activity Change Log for this student."
- <<2>>**: A callout pointing to an activity entry "Email viewed.", with the text "Registration Email".
- <<3>>**: A callout pointing to a "63%" progress indicator, with the text "Elearning progress" and a "Cancel" button below it.
- <<4>>**: A callout pointing to an activity entry "Online course 63% complete...", with the text "Detailed elearning progress".

The interface also includes a search bar, a list of actions (trash and menu icons), and a "Cancel" button at the bottom.

Other Tools

<<LAYER TO SLIDE 16>>

Transfer Participants

Ivana Beallfeeguard

Transfer to *

Select transfer class. Search by

Comment *

Included in the email notification sent to
(If the notify button is set to Yes)

Notify * Yes No

Send Message

Template *

Message *

25 character min 150 character max Length: 0

Send to *

Send sms *

Send email *

Include link *
What's this ?

Class Close Out

<<LAYER TO SLIDE 16>>

Lifeguard

Lifeguard Training Class

ROSTER LANDING PAGE **CLOSE** CANCEL HISTORY

ROSTER

		SET ALL :	Grade <input type="text"/>	Level <input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Participant	Type		Grade	Level	Depth	CARMP Lic.	ILTP Cert.	Universal	Comment
Carter Sittig	New	Pass Fail No Show		- Select - <input type="text"/>	- ? <input type="text"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Reagan Sittig	New	Pass Fail No Show		- Select - <input type="text"/>	- ? <input type="text"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Candidates must meet these **Skill Competencies** to pass the class.

Instructor comments

Close Class

Cancel

- The Pectora Online Training Management System has several key areas and terminology that is important for instructors to understand.
- These areas include: Pectora Login Screen – including:
 - Email and Password
- Pectora Access type – including:
 - The Company Account and Individual Profiles
- Pectora Account Team Members – including:
 - Admin, User, and Student
- Pectora Menu – including:
 - Authorized Profile and Student Profile
 - Instructor Credentials
- Pectora Class Creation – including:
 - Account, Facility, Instructor, and Course
 - New Participants, Renewal Participants, and Class Schedule
 - Class status, Class Landing Page, and Login Requirement
- Library – including searching for resources using the tools available

- The Pectora platform allows instructors to easily manage their classes, from registration to class close out. These Key areas are:
 - The Class Management Screen, including –
 - Class setup summary, Status of the landing page, and status of online registration
 - Using the optional online registration link, including –
 - Sending the URL directly or via email
 - Company Accounts have the option to arrange for Pectora to collect class fees using the online registration option.
 - Adding new and renewal students to your class directly in the roster, including –
 - Single, individual student additions
 - Mass additions using a template or the add many feature
 - Adding eligible renewal candidates assigned to your Company Account
 - Adding eligible renewal candidates using the global renewal search tool

- Automatic confirmations are sent to students following registration, including –
 - Highly detailed email with class notes, instructor information, location information and schedule
 - Very brief communication using SMS Text message when a mobile phone number is provided. A link to the course landing page is contained within the text to ensure access
 - Ideally, both email and SMS Text messaging is used for all students
- Monitoring student activities in Pectora, including –
 - Roster level icon communication and elearning progress when applicable
 - Using the Activity Change Log for a detailed history of both the instructor's activity related to the student and the student's activity while using Pectora
- Other tools and features available, including –
 - Adjusting the roster view, downloading the roster, facilitation of class transfers, and individual student removal from the roster
 - The Pectora message system can send custom emails and SMS Texts to students
- At the conclusion of the class, the class must be closed out –
 - Determine the grade status of all students and verify completion of course competency
 - Close out the class within 7 7 days of the final scheduled date and understanding that no students are considered to be officially complete with the class until it is actually closed out in Pectora.