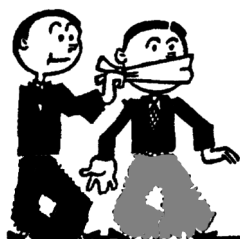
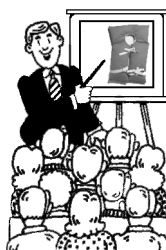
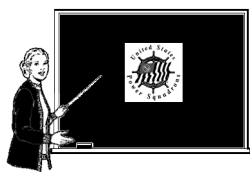


United States  
Power  
Squadrons®

# Instructor Recertification Instructor Guide



dedicated to  
making boating  
safer and more fun

## **Acknowledgements**

The Instructor Development Committee gives thanks to P/R/C Ann Scotten, SN, Stf/C Tom Shuell, N for their principal authorship of the material herein, and to R/C Pat Greer, SN and Kristi Anderson, SN who served to format and prepare the material for publication. The authors gratefully commend all members who have contributed to this project and apologize for any omissions. This is the work of many hands and many minds.

If we have failed to acknowledge or recognize a contribution it was not intentional  
and we apologize for the omission.

R/C Arthur Molica, SN  
Instructor Development Committee, Chairman

Copyright 2011, United States Power Squadrons  
All rights reserved

Printed in the United States of America  
United States Power Squadrons  
1504 Blue Ridge Road  
PO Box 30423  
Raleigh, NC 27622  
Voice: 919-821-0281  
1-888-FOR-USPS (367-8777)  
Fax: 919-836-0813  
1-888-304-0813  
[www.usps.org](http://www.usps.org)

# Introduction

*Who dares to teach must never cease to learn.*

John Cotton Dana

Helping others learn can be an exciting and rewarding experience. Masters in any trade, however, realize there is always more to learn. New knowledge becomes available, new techniques are developed, new technologies evolve, and one always can hone their own professional skills. Opportunities to share professional experiences and learn about new developments in their field have long been a tradition in most professional organizations.

The Instructor Recertification Seminar is one such opportunity. The seminar has been designed to renew enthusiasm and enhance the instructional skills of the many USPS volunteers who teach our courses. During recent years, a number of changes have occurred relevant to the courses we teach. For example, many ABC instructors have encountered a different audience, one that includes many teenagers (taking the course for PWC certification) with different interests and learning strategies than the traditional adults students to which we have become accustomed.

Changes also have occurred in what is considered to be effective teaching. Lecturing, “teaching by telling,” is seen now as only a single, limited method of teaching in an arsenal of effective teaching strategies. For example, in a recent recertification seminar, a participant asked the instructor about co-operative groups. It is generally recognized that for effective learning an instructor must get students involved in the learning process, that what students do mentally and physically is what determines how well the material is learned and understood. That old Chinese proverb, “Tell me and I forget. Show me and I remember. Involve me and I understand” is now supported by a large amount of research on teaching and learning.

Thus, the Recertification Seminar has two major goals: (a) to expose participants to recent changes relevant to teaching USPS courses, and equally important (b) to provide an opportunity for participants, who are experienced USPS instructors, to share their experiences as to what works and what doesn't in the courses they have taught. Thus, the Recertification Seminar should include considerable discussion, not mere lecturing. A third purpose is to meet the requirements of states that require periodic recertification of individuals teaching state-certified safe-boating courses.

The Instructor Recertification Seminar is expected to last between 2 and 3 hours. The material included in the seminar must be covered. The amount of time needed depends on the pace, amount of discussion, planned activities, and a break. The seminar is intended primarily as a renewal of 4-year certification for currently certified instructors. The program is not intended to by-pass the Instructor Development Course for initial certification. Please review the revised Certification policy in the Appendix of this guide.

Squadrons and Districts may conduct the seminar to rekindle enthusiasm and bring instructors up-to-date with new ideas, teaching concepts and technology. However, it should serve as more than that, as it focuses on presentation skills useful for anyone in a teaching or leadership role, not only in the classroom, but also for those involved in other programs such as Vessel Safety, CoOp Charting, Public Relations and on-the water instruction.

The USPS certification policy emphasizes the high value USPS places on quality educational material and instruction and, as such, our instructor programs will be updated regularly to model the latest learning and teaching theories, as well as advances in technology.

The Instructor Development committee welcomes your feedback and especially suggestions that we can use to enhance our programs and share with other USPS instructors.




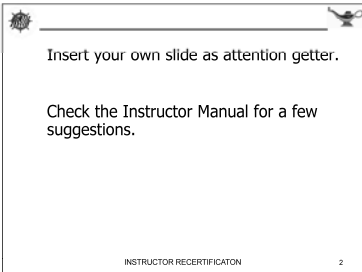

COURSE Instructor Recertification Seminar


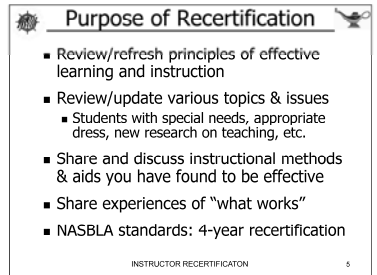
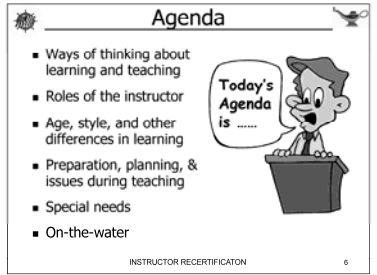
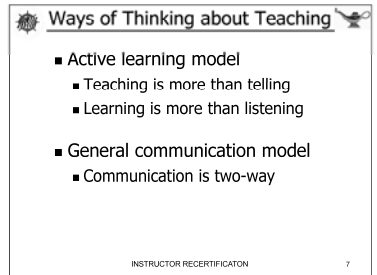
LESSON TITLE Reviewing Effective Learning and Instruction

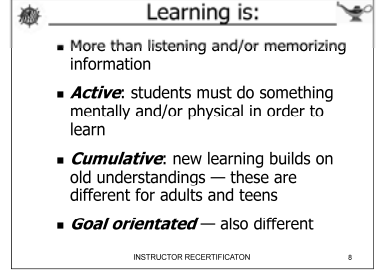
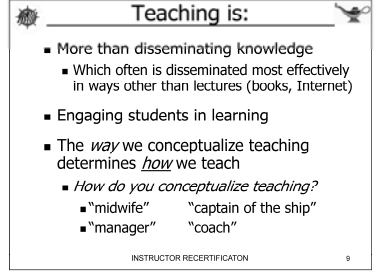
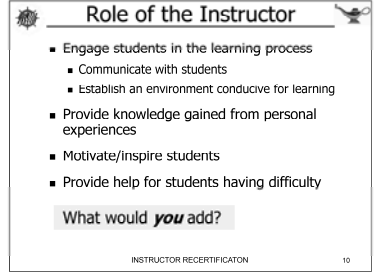
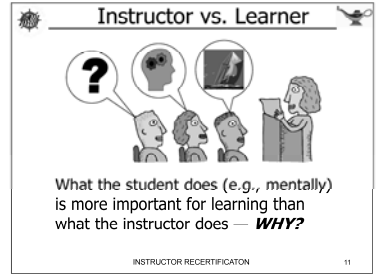
PRESENTATION TIME 2 - 3 hours

PRESENTATION METHOD Participative Lecture and Discussion

MATERIALS REQUIRED Computer with presentation installed, projector, extension cord with multiple outlets, backup CD containing presentation, wireless remote control device, flipchart












Objectives	Topics	Resources & Notes
<b>INTRODUCTION</b>	<p>TA's—flipchart/markers &amp; PFD Introduce yourself and other instructors/proctors present. Provide contact information. Distribute attendance sheet and handouts. Mention that students will be recertified for 4 years when they successfully complete this presentation.</p> <p>INSTRUCTOR NOTE: Insert your own class picture</p>	 <p>Slide 1</p>
<b>GAIN ATTENTION</b>	<p>INSTRUCTOR NOTE: insert your own slide as attention getter or 'hide' this slide.</p>	 <p>Slide 2</p>
<b>PURPOSE OF SEMINAR</b>	<p>Explain why this course is needed. Briefly discuss each point. One click to bring up "because" as lead-in to next slide</p>	 <p>Slide 3</p>

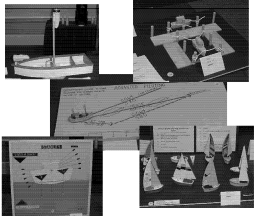
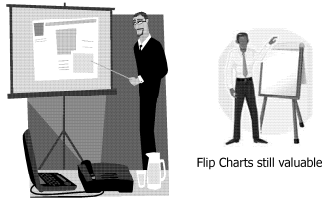
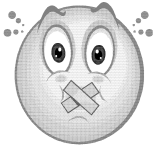
Objectives	Topics	Resources & Notes
	<p>Discuss each of first six bullets; on seventh bullet have students add their own reasons for taking this seminar.</p> <p>If flipchart is available, ask one of students to list reasons on chart.</p>	 <p><i>Slide 4</i></p>
<b>OBJECTIVE</b>	<p>Discuss each of 5 bullet points.</p> <p>Discuss non-traditional teaching opportunities:</p> <p>On-line learners, Cyber squadron members</p> <p>Seminar students</p> <ul style="list-style-type: none"> <li>Brunswick Program</li> </ul>	 <p><i>Slide 5</i></p>
<b>PRESENTATION</b>	Review agenda.	 <p><i>Slide 6</i></p>
	<p>Teaching is accomplished by assisting others to learn.</p> <p>This is accomplished by two-way communication.</p>	 <p><i>Slide 7</i></p>

Objectives	Topics	Resources & Notes
	<p>4 bullet points</p> <p>Students must be actively involved beyond just listening to learn.</p> <p>Learning is not done from scratch or in a vacuum.</p> <p>Students need a personal goal to learn.</p>	 <p>Slide 8</p>
	<p>3 bullet points.</p> <p>Books, etc. can disseminate knowledge equally well as a lecture.</p> <p>We tend to think in metaphors, the metaphor used for teaching affects how we teach.</p> <p>HAVE STUDENTS DISCUSS THEIR METAPHORS (e.g., ship captain, coach, manager, etc.) and their implications for their teaching.</p>	 <p>Slide 9</p>
	<p>Review first 4 bullet points.</p> <p>On the 5<sup>th</sup>, have suggestions listed on flipchart.</p>	 <p>Slide 10</p>
	<p>Another question for discussion: "How do we get students mentally engaged in the material we want them to learn?"</p> <p>The statement on the slide could provoke an interesting discussion. Obviously, what the instructor does is important. But why might it be considered less important than what the students do?</p>	 <p>Slide 11</p>

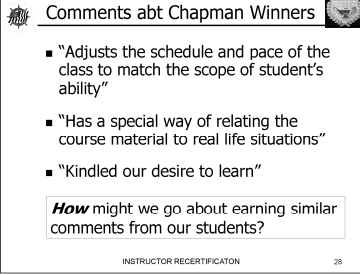
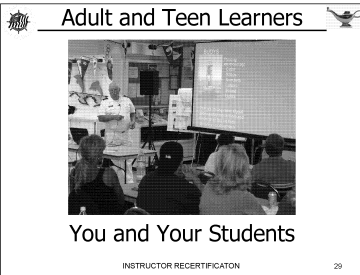
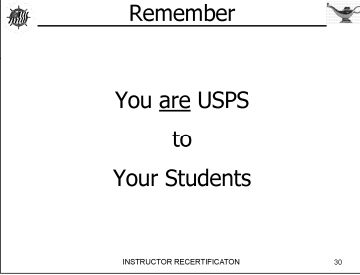

Objectives	Topics	Resources & Notes
	General Communication Model	<p>General Communication Model</p> <p>has four components:</p> <p><b>Component 1: <i>The Sender</i>:</b> person with information to transmit.</p> <p>INSTRUCTOR RECERTIFICATION 12</p> <p>Slide 12</p>
	Remember that the intended receiver can also become the sender when they ask questions.	<p><b>Component 2: <i>The Receiver</i>:</b> person toward whom information is directed</p> <p>Effective communication <b>MUST</b> be <b>two-way</b></p> <p>INSTRUCTOR RECERTIFICATION 13</p> <p>Slide 13</p>
		<p><b>Component 3: <i>The Message</i>:</b> is the information itself</p> <p>INSTRUCTOR RECERTIFICATION 14</p> <p>Slide 14</p>
	NOTE: The channel is NOT the information that is communicated. The same information can be communicated via different channels, often with different effects (e.g., verbal vs. visual) and different degrees of effectiveness.	<p><b>Component 4: <i>The Channel</i>:</b> mechanism used to actually transmit the information</p> <p>2. Written Material</p> <p>1. A Telephone</p> <p>3. A computer</p> <p>INSTRUCTOR RECERTIFICATION 15</p> <p>Slide 15</p>

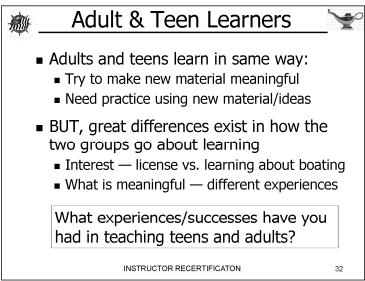
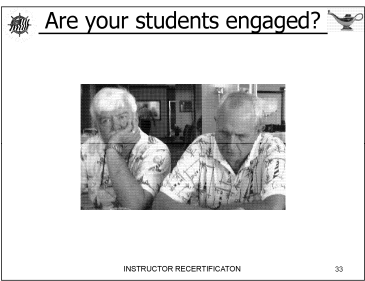

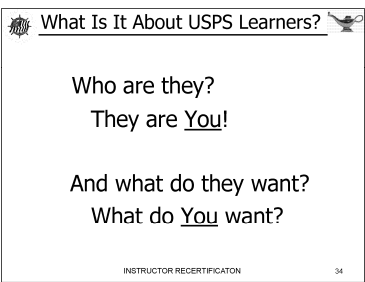
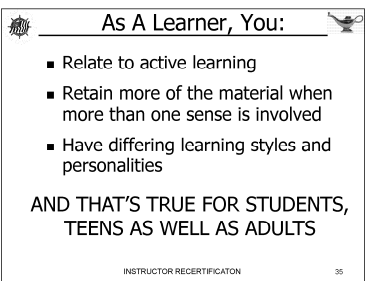


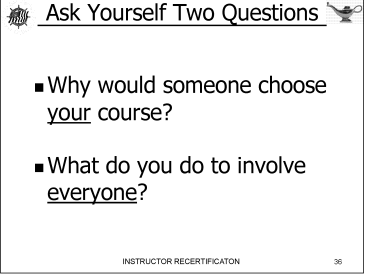


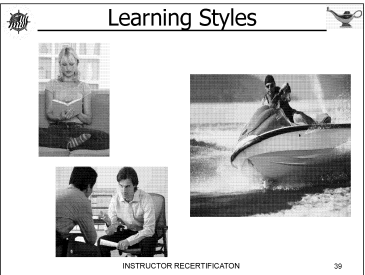
Objectives	Topics	Resources & Notes
		<p> <b>Instructor has two roles to fill</b> </p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>In role as "sender," you communicate the message</p> </div> <div style="text-align: center;">  <p>In role as "receiver," you also engage in <i>active listening</i></p> </div> </div> <p style="text-align: right;"><small>INSTRUCTOR RECERTIFICATION 16</small></p> <p><b>Slide 16</b></p>
	Communication often fails because one or both of those engaged in a conversation does not "listen" or "hear" what the other is saying. One common and highly recommended tool to improve communication is to repeat what the other person has just said in similar but not the same words (paraphrase). This paraphrasing: (1) aids in your understanding of what was said and (2) lets the other person know that you are listening to what he or she is saying.	<p> <b>Active Listening</b> </p> <ul style="list-style-type: none"> <li>■ <i>What</i> is "active listening?"</li> <li>■ <i>Why</i> is "active listening" important?</li> <li>■ The "paraphrase" rule</li> </ul> <p style="text-align: right;"><small>INSTRUCTOR RECERTIFICATION 17</small></p> <p><b>Slide 17</b></p>
	Information can be communicated via different channels, each having its unique characteristics (e.g., computers are good for animations, but verbal descriptions of the same thing are not as good for creating visual relationships).  The two models have a number of similarities and differences relevant to teaching and learning. A discussion of these similarities and differences would help participants to understand how each plays a role in effective learning and teaching.	<p> <b>Learning vs. Communication Models</b> </p> <ul style="list-style-type: none"> <li>■ In the communication model, the "channel" is <i>not</i> the information or content being communicated <ul style="list-style-type: none"> <li>■ The same information can be communicated via different channels, each with its own strengths and weaknesses</li> </ul> </li> <li>■ What are some <b>similarities</b> and <b>differences</b> between the "Active Learning" and the "Communication" models?</li> </ul> <p style="text-align: right;"><small>INSTRUCTOR RECERTIFICATION 18</small></p> <p><b>Slide 18</b></p>
	Hands-on is still the best method for teaching some course topics, e.g., engine maintenance.  Engage students in discussion on classes where hands-on learning would benefit students.	<p> <b>Channel: <i>Hands on</i></b> </p> <div style="display: flex;"> <div style="flex: 1;"> <p>Do you provide for hands-on learning in your classes?</p> <ul style="list-style-type: none"> <li>• What kind?</li> </ul> </div> <div style="flex: 1;">  </div> </div> <p style="text-align: right;"><small>INSTRUCTOR RECERTIFICATION 19</small></p> <p><b>Slide 19</b></p>

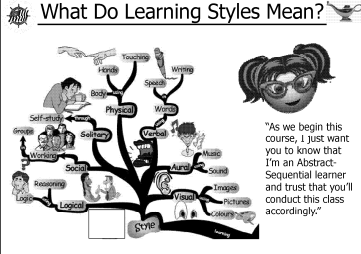
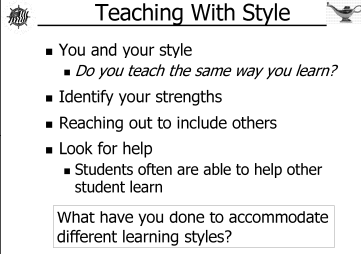

Objectives	Topics	Resources & Notes
	<p>Don't forget those homemade teaching aids; they still have an important place in the classroom.</p> <p>Engage students by asking them what TA's they use.</p>	<div data-bbox="1094 254 1456 531"> <p><b>Channel: <i>Teaching Aids</i></b></p> <p>What kind of teaching aids do you use?</p> <p>Do you find them to be effective?</p>  <p>INSTRUCTOR RECERTIFICATION 20</p> </div> <p><i>Slide 20</i></p>
	<p>Electronic media is a tool. It is not the information. It does not replace the classroom instructor.</p> <p>Flip Charts are still valuable, both (1) in their own right and (2) as one possible backup if the technology fails.</p>	<div data-bbox="1094 611 1456 884"> <p><b>Channel: <i>Electronic Media</i></b></p>  <p>INSTRUCTOR RECERTIFICATION 21</p> </div> <p><i>Slide 21</i></p>
	<p>According to the communication model, PowerPoint is a channel and tool. The content being presented is what results in learning.</p> <p>Discuss backup plans — a flip chart, overhead transparencies, a spare projector bulb are a few possible backups.</p>	<div data-bbox="1094 963 1456 1236"> <p><b>PowerPoint is...</b></p> <ul style="list-style-type: none"> <li>■ <u>Not</u> a weapon – use bullets sparingly</li> <li>■ <u>Not</u> a replacement for you – be a great instructor!</li> <li>■ <u>Not</u> difficult to learn – use it well</li> <li>■ Capable of failing — have a backup plan if the technology fails</li> <li>■ The “Little PowerPoint Booklet” has many useful suggestions</li> </ul> <p>INSTRUCTOR RECERTIFICATION 22</p> </div> <p><i>Slide 22</i></p>
	<p>Ask the class to give plausible answers.</p> <p>Then click without speaking.</p>	<div data-bbox="1094 1316 1456 1589"> <p><b>WHAT IS THE MOST DIFFICULT TASK FOR INSTRUCTORS?</b></p>  <p>INSTRUCTOR RECERTIFICATION 23</p> </div> <p><i>Slide 23</i></p>

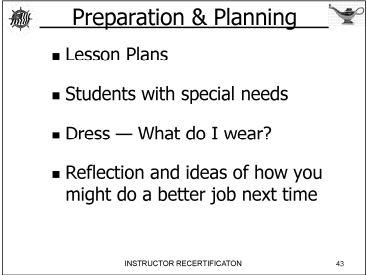
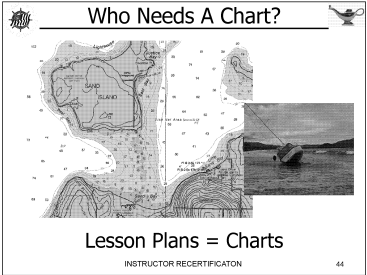

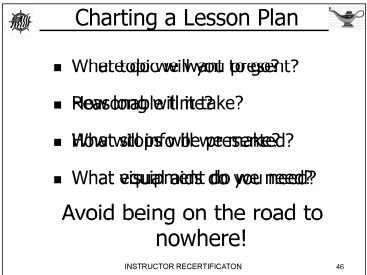
Objectives	Topics	Resources & Notes
	<p>Volume Control – loud enough to be heard but not so loud to be interpreted as shouting.</p> <p>Speech Rate – present info at a rate that allows students to process the information presented.</p> <p>Inflection – use to provide emphasis to important points.</p> <p>Body Language – smile, make eye contact.</p> <p>Self-Confidence – understand your topic and be enthusiastic.</p>	<p><b>Effective Communication</b></p> <p>Slide 24</p>
	<p>Ask students read the passage from <i>Bowditch</i>. Ask how many understand what they have just read.</p> <p>(click) – Just because you know and understand what you are saying, does NOT mean the students understand your words. A number of factors could result in students not understanding the words, including (1) pronunciation, (2) an unfamiliar term, and (3) lack of adequate background knowledge.</p> <p>It also is possible that you have given a wrong answer to a question that your misheard; REMEMBER that communication is 2-way and the importance of active listening.</p>	<p><b>Make Your Students Mad!</b></p> <ul style="list-style-type: none"> <li>“The apparent motion along the diurnal circle is approximately parallel to the plane of the equator, while the apparent effect due to the rotation of the earth varies with the latitude of the observer.” (Bowditch)</li> <li>Just because it is clear to you, doesn't mean it's.....</li> </ul> <p><b>CLEAR</b></p> <p>Slide 25</p>
	<p>No one can misread these communications.</p> <p>Discuss how nonverbal communications influence the teaching/learning process.</p> <p>Body, especially facial gestures, are an important part of communication.</p>	<p><b>Nonverbal Communication</b></p> <p>Slide 26</p>
	<p>Friends have more eye contact. Eye contact is perceived as friendly, as least in most Western cultures. (NOTE: in many Asian and other cultures, eye contact with an instructor is considered to be rude.)</p> <p>All listeners should feel involved. Watch for those who might feel “picked on” by you looking at them. Remember the slide that said, “Are you looking at me?” It can be seen as aggressive. Smile and don't stare.</p>	<p><b>Eye Contact</b></p> <p>Slide 27</p>

Objectives	Topics	Resources & Notes
	<p>Explain that the Chapman Award is USPS' highest award for excellence in teaching.</p> <p>These quotes are comments from students of instructors that have received the Chapman Award.</p> <p>Discuss the quotes and how the participants might or already do that would earn similar comments from their students.</p>	<div>  <p>Comments abt Chapman Winners</p> <ul style="list-style-type: none"> <li>■ "Adjusts the schedule and pace of the class to match the scope of student's ability"</li> <li>■ "Has a special way of relating the course material to real life situations"</li> <li>■ "Kindled our desire to learn"</li> </ul> <p><b>How</b> might we go about earning similar comments from our students?</p> <p>INSTRUCTOR RECERTIFICATION 28</p> </div> <p>Slide 28</p>
	<p>Adults want "the facts," not the history stories. Adults and teens are afraid of looking stupid. Adults and some teens often come to learn, so work with them.</p> <p>However, many squadrons report an increasing number of teens taking the ABC course merely to get their PWC license. Discuss differences in the interest in and approach to learning the material being presented that the instructors have encountered.</p>	<div>  <p>Adult and Teen Learners</p> <p>You and Your Students</p> <p>INSTRUCTOR RECERTIFICATION 29</p> </div> <p>Slide 29</p>
	<p>If you do a good job of teaching, are hospitable and concerned about the students, they will have a good impression of your squadron. That's how you get members. Don't drive them away!</p>	<div>  <p>Remember</p> <p>You <u>are</u> USPS to Your Students</p> <p>INSTRUCTOR RECERTIFICATION 30</p> </div> <p>Slide 30</p>
	<p>Know students' names; look at people as you teach; watch for signs of fatigue or boredom. Make each person comfortable both physically and emotionally.</p> <p>INSTRUCTOR NOTE: you can replace this image with a picture of your own class.</p>	<div>  <p>Be Sure That</p> <p>WHEN YOU LOOK AT THE CLASS, YOU SEE INDIVIDUALS</p> <p>INSTRUCTOR RECERTIFICATION 31</p> </div> <p>Slide 31</p>







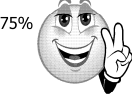

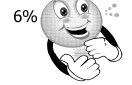
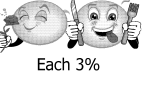


Objectives	Topics	Resources & Notes
	<p>The same principles of learning and teaching apply to both teens and adults. HOWEVER, differences in background, experiences, interest, and maturity usually mean that different strategies and methods are needed to engage the students in learning the desired material. For example, an instructor might look for ways to make the material meaningful to both adults and teens, but what is meaningful to one group may not be meaningful to the other, due to differences in background and experience.</p>	<div data-bbox="1143 254 1505 533">  <p><b>Adult &amp; Teen Learners</b></p> <ul style="list-style-type: none"> <li>Adults and teens learn in same way:               <ul style="list-style-type: none"> <li>Try to make new material meaningful</li> <li>Need practice using new material/ideas</li> </ul> </li> <li>BUT, great differences exist in how the two groups go about learning               <ul style="list-style-type: none"> <li>Interest — license vs. learning about boating</li> <li>What is meaningful — different experiences</li> </ul> </li> </ul> <p>What experiences/successes have you had in teaching teens and adults?</p> <p>INSTRUCTOR RECERTIFICATION 32</p> </div> <p>Slide 32</p>
	<p>Look at your audience. No matter how good your information, they have to be paying attention to hear it. Get them INVOLVED.</p>	<div data-bbox="1143 632 1505 911">  <p><b>Are your students engaged?</b></p>  <p>INSTRUCTOR RECERTIFICATION 33</p> </div> <p>Slide 33</p>
	<p>ID students are adults, just as most of their students. What they want is a good educational experience, which they need to provide for their students.</p>	<div data-bbox="1143 982 1505 1262">  <p><b>What Is It About USPS Learners?</b></p> <p>Who are they? They are <u>You</u>!</p> <p>And what do they want? What do <u>You</u> want?</p> <p>INSTRUCTOR RECERTIFICATION 34</p> </div> <p>Slide 34</p>
	<p>Comment on each point</p>	<div data-bbox="1143 1333 1505 1612">  <p><b>As A Learner, You:</b></p> <ul style="list-style-type: none"> <li>Relate to active learning</li> <li>Retain more of the material when more than one sense is involved</li> <li>Have differing learning styles and personalities</li> </ul> <p>AND THAT'S TRUE FOR STUDENTS, TEENS AS WELL AS ADULTS</p> <p>INSTRUCTOR RECERTIFICATION 35</p> </div> <p>Slide 35</p>

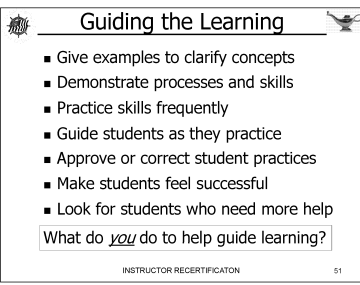
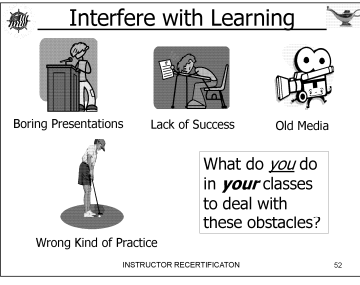
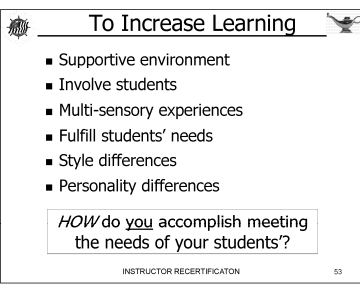
Objectives	Topics	Resources & Notes
	Ask the class for ideas. You may learn something.	 <p><i>Slide 36</i></p>
	Add any new idea to your lesson plan. Share these ideas with other instructors.	 <p><i>Slide 37</i></p>
	<p>Advertisers use images, repetition, association with pleasure, etc. to induce both children and adults to want/need/buy their products.</p> <p>Discuss the implications of this approach for helping students to learn.</p> <p>Have any of the seminar participants used anything similar in their classes?</p>	 <p><i>Slide 38</i></p>
	Doing, reading, and listening are the main ways to learn. A blend of all of these can insure you reach all students.	 <p><i>Slide 39</i></p>

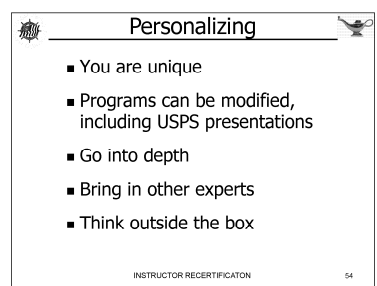
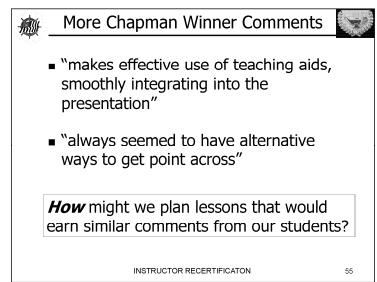
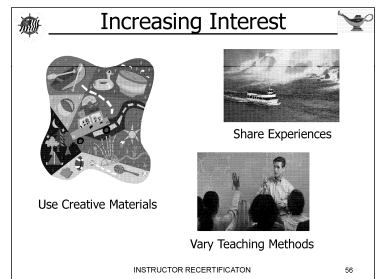
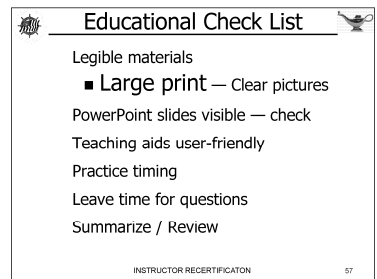
Objectives	Topics	Resources & Notes
	<p>The instructor must find the key to suit the student's learning style. In general, we teach in accordance with our learning style. Be aware of this and learn how to broaden your approach.</p> <ul style="list-style-type: none"> <li>• Visual Learners need to see the instructor's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting in the front of the classroom to avoid visual obstructions. They may think in pictures and learn best from visual displays. During a classroom discussion, visual learners often prefer to take detailed notes to absorb the information.</li> <li>• Auditory Learners learn best through verbal discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. They often benefit from reading text aloud and using a tape recorder.</li> <li>• Tactile/Kinesthetic Learners learn best through a hands-on approach. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.</li> </ul>	<div data-bbox="1133 254 1507 531">  <p>INSTRUCTOR RECERTIFICATION 40</p> </div> <p>Slide 40</p>
	<p>Are you a verbal learner? Then you will be a verbal teacher. Do you like to "get your hands dirty?" You are a tactile person. Some of your students will learn like you do but others will not. Teach to all the students. Let student help one another.</p>	<div data-bbox="1133 1157 1507 1434">  <p>INSTRUCTOR RECERTIFICATION 41</p> </div> <p>Slide 41</p>
	<p>Ask students to raise their hands to indicate their Learning Styles. Then check your Lesson plans and insure you accommodate them.</p> <p>(click) – The listed website provides a free on-line questionnaire that can be used to help determine your learning style. It can also be downloaded as a PDF or Word file for later use.</p>	<div data-bbox="1133 1507 1507 1785">  <p>INSTRUCTOR RECERTIFICATION 42</p> </div> <p>Slide 42</p>

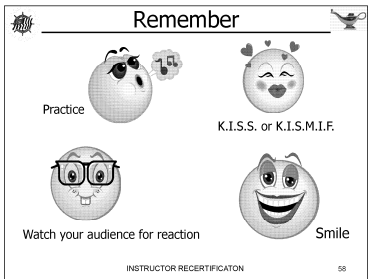

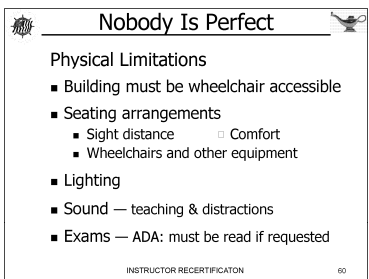
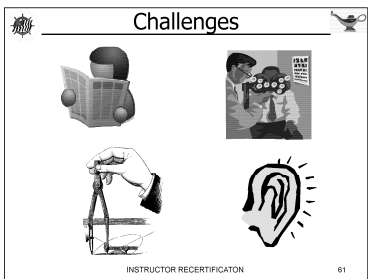
Objectives	Topics	Resources & Notes
		<div>  <p><b>Preparation &amp; Planning</b></p> <ul style="list-style-type: none"> <li>■ Lesson Plans</li> <li>■ Students with special needs</li> <li>■ Dress — What do I wear?</li> <li>■ Reflection and ideas of how you might do a better job next time</li> </ul> <p>INSTRUCTOR RECERTIFICATION 43</p> </div> <p><i>Slide 43</i></p>
	<p>(click) – A ship can run aground without a chart. A class can be derailed without a lesson plan.</p> <p>INSTRUCTOR NOTE: you can replace chart image with one from your boating area.</p>	<div>  <p><b>Who Needs A Chart?</b></p> <p>Lesson Plans = Charts</p> <p>INSTRUCTOR RECERTIFICATION 44</p> </div> <p><i>Slide 44</i></p>
	<p>When we plan a boating trip, there are several items we must consider. These are just a few.</p>	<div>  <p><b>Charting/Planning A Cruise</b></p> <ul style="list-style-type: none"> <li>■ Where do we want to go?</li> <li>■ How long will it take?</li> <li>■ What stops will we make?</li> <li>■ What equipment do we need?</li> </ul> <p>INSTRUCTOR RECERTIFICATION 45</p> </div> <p><i>Slide 45</i></p>
	<p>When we plan a boating trip, there are several items we must consider. These are just a few.</p> <p>INSTRUCTOR NOTE: as you (click) the displayed comments will be replace with new/related wording.</p>	<div>  <p><b>Charting a Lesson Plan</b></p> <ul style="list-style-type: none"> <li>■ What do you want to present?</li> <li>■ Reasonable time to take?</li> <li>■ What stops will be presented?</li> <li>■ What equipment do you need?</li> </ul> <p>Avoid being on the road to nowhere!</p> <p>INSTRUCTOR RECERTIFICATION 46</p> </div> <p><i>Slide 46</i></p>

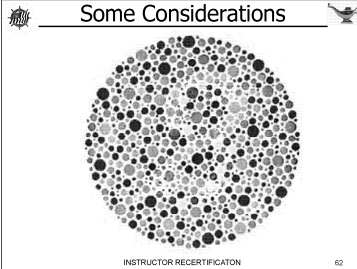
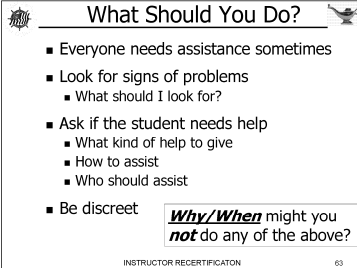
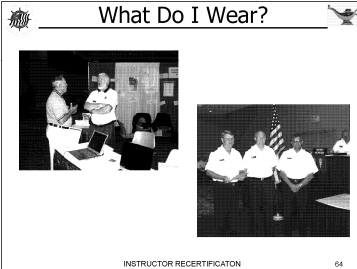
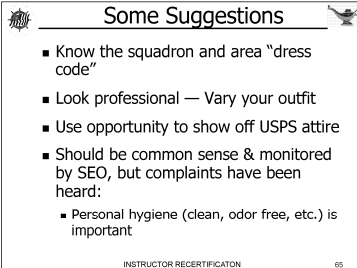


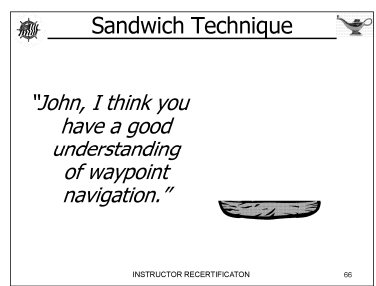
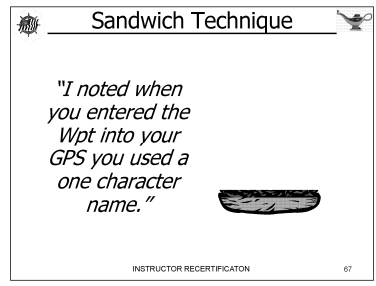
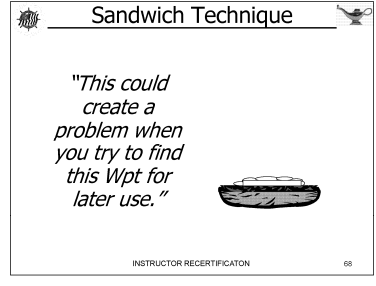

Objectives	Topics	Resources & Notes
		<div>  <b>In Developing Lesson Plans:</b>  <ul style="list-style-type: none"> <li>What teaching aids will be used?                             <ul style="list-style-type: none"> <li>No one aid perfect for everyone</li> <li>No one aid perfect for every topic</li> </ul> </li> <li>Plan activities that engage students in learning                             <ul style="list-style-type: none"> <li>Don't forget learning-style differences</li> </ul> </li> <li>Prepare examples &amp; questions ahead of time</li> <li>Plan ways to guide learning</li> </ul> <p><small>INSTRUCTOR RECERTIFICATION 47</small></p> </div> <p><i>Slide 47</i></p>
	<p>Some instructors find lesson plans very helpful. Other instructors see little value in them or not worth the time they require.</p> <p>Discuss the participants' experience in using lesson plans. What do they find most helpful or least helpful?</p>	<div>  <b>Lesson Plans — Discussion</b>  <ul style="list-style-type: none"> <li>Do you use lesson plans?</li> <li>How do you go about developing them?</li> <li>Do you find them helpful?</li> <li>Do you review and revise them each time you teach the lesson?</li> </ul> <p><small>INSTRUCTOR RECERTIFICATION 48</small></p> </div> <p><i>Slide 48</i></p>
	<p>13% is hearing, 6% is touch and taste and smell are each 3%.</p>	<div>  <b>How We Learn?</b>  <div>     </div> <p><small>INSTRUCTOR RECERTIFICATION 49</small></p> </div> <p><i>Slide 49</i></p>
	<p>(click) – Everyone has strengths.</p> <p>(click) – Everyone can improve.</p> <p>(click) – Friendliness, empathy and cordiality can enhance the classroom atmosphere and improve learning.</p>	<div>  <b>Making Decisions</b>  <ul style="list-style-type: none"> <li>ANALYZE your strengths</li> <li>IMPROVE your skills</li> <li>CULTIVATE good relations</li> </ul> <p><small>INSTRUCTOR RECERTIFICATION 50</small></p> </div> <p><i>Slide 50</i></p>

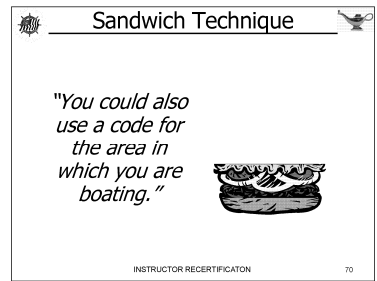
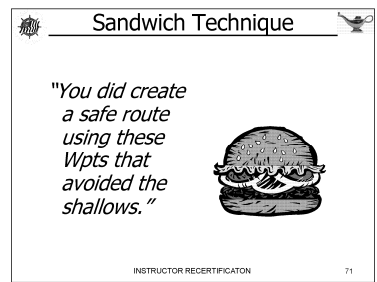
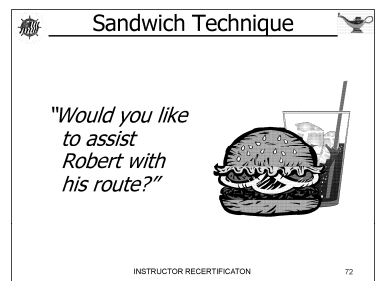
Objectives	Topics	Resources & Notes
	<p>This slides contains some of the ways in which an instructor can guide the learning of their students.</p> <p>Discuss what the seminar participants do to guide the learning of their students.</p> <p>Do they use other teaching strategies? If so, which ones?</p> <p>Which strategies do they find most effective?</p>	 <p><b>Slide 51</b></p>
	<p>A number of things that are commonly done by instructors can interfere with the learning of their students: Poor or out-of-date audiovisual material and equipment. Lack of success with learning material. Inappropriate practice exercises. Too much lecturing or boring presentations.</p> <p>Discuss what the participants do in their classes to avoid these common pitfalls.</p>	 <p><b>Slide 52</b></p>
	<p>The teacher/instructor must recognize his or her own learning style and personality quirks. To provide for students, all types of needs must be accommodated.</p> <p>(click) – PROVIDE A SUPPORTIVE ENVIRONMENT.</p> <p>(click) – INVOLVE STUDENTS IN THE LEARNING PROCESS.</p> <p>(click) – PRESENT MULTI-SENSORY EXPERIENCES.</p> <p>(click) – FULFILL STUDENTS' NEEDS.</p> <p>(click) – ACCOMMODATE LEARNING STYLE DIFFERENCES.</p> <p>(click) – RECOGNIZE PERSONALITY DIFFERENCES.</p>	 <p><b>Slide 53</b></p>

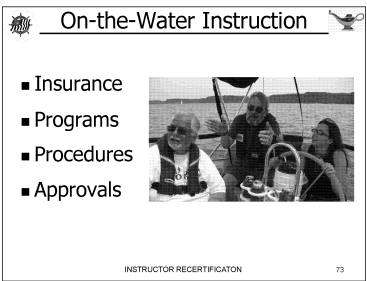
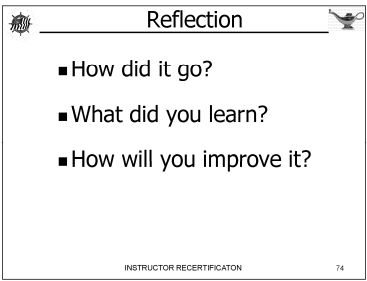

Objectives	Topics	Resources & Notes
	<p>(click) – YOU ARE UNIQUE AND SO IS YOUR PRESENTATION. The differences between instructors can enhance a lesson.</p> <p>(click) – PREVIOUS PROGRAMS CAN BE MODIFIED AS NEEDED.</p> <p>(click) – KNOW WHEN TO GO INTO DEPTH.</p> <p>(click) – BRING IN OTHER EXPERTS. Use a partner or have a “teaching team” who will bring in different styles of presentation. All students will benefit from multiple teaching styles.</p>	<div>  <p><b>Personalizing</b></p> <ul style="list-style-type: none"> <li>■ You are unique</li> <li>■ Programs can be modified, including USPS presentations</li> <li>■ Go into depth</li> <li>■ Bring in other experts</li> <li>■ Think outside the box</li> </ul> <p>INSTRUCTOR RECERTIFICATION 54</p> </div> <p><i>Slide 54</i></p>
	<p>Remind participants that the Chapman Award is USPS' highest award for excellence in teaching.</p>	<div>  <p><b>More Chapman Winner Comments</b></p> <ul style="list-style-type: none"> <li>■ “makes effective use of teaching aids, smoothly integrating into the presentation”</li> <li>■ “always seemed to have alternative ways to get point across”</li> </ul> <p><b>How</b> might we plan lessons that would earn similar comments from our students?</p> <p>INSTRUCTOR RECERTIFICATION 55</p> </div> <p><i>Slide 55</i></p>
	<p>Relate topics to students' experiences; Use different instructional materials; Use various instructional techniques.</p>	<div>  <p><b>Increasing Interest</b></p> <p>Use Creative Materials</p> <p>Share Experiences</p> <p>Vary Teaching Methods</p> <p>INSTRUCTOR RECERTIFICATION 56</p> </div> <p><i>Slide 56</i></p>
		<div>  <p><b>Educational Check List</b></p> <p>Legible materials</p> <ul style="list-style-type: none"> <li>■ Large print — Clear pictures</li> </ul> <p>PowerPoint slides visible — check</p> <p>Teaching aids user-friendly</p> <p>Practice timing</p> <p>Leave time for questions</p> <p>Summarize / Review</p> <p>INSTRUCTOR RECERTIFICATION 57</p> </div> <p><i>Slide 57</i></p>

Objectives	Topics	Resources & Notes
	<p>(click) – Practice your lesson.</p> <p>(click) – Keep It Simple, Sugar — OR Keep It Simple, Make It Fun.</p> <p>(click) – Watch the class to see if they are alert.</p> <p>(click) – A smile can make a big difference.</p>	 <p><i>Slide 58</i></p>
	<p>A person with a learning disability learns adaptations to help them in learning. The disability does not “go away.” Some folks are not aware of their disability and think they are just stupid. Be sure you look for ways to help them. They are not stupid.</p>	 <p><i>Slide 59</i></p>
	<p>Assess the arrangements with all possible handicaps in mind. If you preregister students, ask if any accommodations are needed.</p> <p>Instructors sometimes have physical restrictions themselves.</p> <p>ADA (The Americans With Disabilities Act) requires certain accommodations for students with special needs. For example, deaf students can request that lectures be signed, and students with reading disabilities can request that examinations be read to them.</p>	 <p><i>Slide 60</i></p>
	<p>Dyslexia, poor vision, motor skills, colorblindness. There are many other challenges. Hard of hearing is common.</p>	 <p><i>Slide 61</i></p>

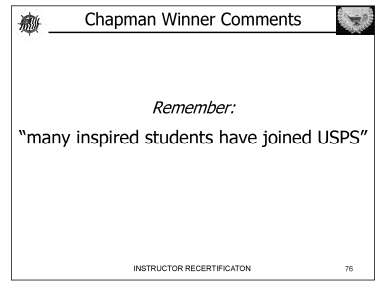
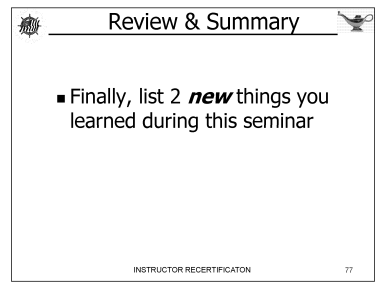
Objectives	Topics	Resources & Notes
	<p>Finding out about problems is the first step. Then make accommodations as quietly as possible. Remember, the most common form of colorblindness is Red/Green. Remember to address this relative to markers etc.</p> <p>(click) – Color blindness example – an individual with normal color vision will see a 5 revealed in the dot pattern where an individual with red/green color blindness will see a 2.</p>	<div data-bbox="1133 254 1507 533">  <p>Some Considerations</p> <p>INSTRUCTOR RECERTIFICATION 62</p> </div> <p>Slide 62</p>
	<p>(click) – Some learning difficulties are more obvious than others. Look for sign of restlessness, undone homework or other indication that learning is not going well.</p> <p>(click) – Ask if you can help. But remember that some students want to do it on their own. Don't force your help on them, but be alert to difficulties.</p> <p>(click) – If you have a proctor or instructor who is able to give the proper help, use him or her.</p> <p>(click) – Most of all, be kind.</p>	<div data-bbox="1133 604 1507 884">  <p>What Should You Do?</p> <ul style="list-style-type: none"> <li>Everyone needs assistance sometimes</li> <li>Look for signs of problems <ul style="list-style-type: none"> <li>What should I look for?</li> </ul> </li> <li>Ask if the student needs help <ul style="list-style-type: none"> <li>What kind of help to give</li> <li>How to assist</li> <li>Who should assist</li> </ul> </li> <li>Be discreet</li> </ul> <p><b>Why/When</b> might you <b>not</b> do any of the above?</p> <p>INSTRUCTOR RECERTIFICATION 63</p> </div> <p>Slide 63</p>
	<p>Wear what is appropriate for your squadron and your area. Having someone wear a uniform can lead to explaining ranks and grades. This will lead into the courses offered by USPS and why membership is a good idea.</p>	<div data-bbox="1133 1031 1507 1310">  <p>What Do I Wear?</p> <p>INSTRUCTOR RECERTIFICATION 64</p> </div> <p>Slide 64</p>
		<div data-bbox="1133 1381 1507 1661">  <p>Some Suggestions</p> <ul style="list-style-type: none"> <li>Know the squadron and area "dress code"</li> <li>Look professional — Vary your outfit</li> <li>Use opportunity to show off USPS attire</li> <li>Should be common sense &amp; monitored by SEO, but complaints have been heard: <ul style="list-style-type: none"> <li>Personal hygiene (clean, odor free, etc.) is important</li> </ul> </li> </ul> <p>INSTRUCTOR RECERTIFICATION 65</p> </div> <p>Slide 65</p>

Objectives	Topics	Resources & Notes
	Constructive Criticism – the sandwich technique (click) – Complement the student on something associated with the action you want to correct that was done right. This is the base of the sandwich.	 <p>Slide 66</p>
	Constructive Criticism – the sandwich technique (click) – Identify the action that needs improvement. This is the meat of the sandwich. Do so in a non-confrontational manner. Start your statement with "I think...", "I observed...", "I believe...", etc.	 <p>Slide 67</p>
	Constructive Criticism – the sandwich technique (click) - Explain why this may create a problem.	 <p>Slide 68</p>
	Constructive Criticism – the sandwich technique (click) - Offer suggestions as to how to make the improvement.	 <p>Slide 69</p>

Objectives	Topics	Resources & Notes
	Constructive Criticism – the sandwich technique (click) - Offer alternate suggestions as to how to make the improvement.	<div data-bbox="1133 254 1507 533">  <p data-bbox="1263 516 1382 527">INSTRUCTOR RECERTIFICATION</p> <p data-bbox="1474 516 1490 527">70</p> </div> <p data-bbox="1125 552 1222 579">Slide 70</p>
	Constructive Criticism – the sandwich technique (click) - Complement the student on a different action done correctly.	<div data-bbox="1133 604 1507 884">  <p data-bbox="1263 867 1382 877">INSTRUCTOR RECERTIFICATION</p> <p data-bbox="1474 867 1490 877">71</p> </div> <p data-bbox="1125 903 1222 930">Slide 71</p>
	Constructive Criticism – the sandwich technique (click) - If applicable, ask student to help someone who may be having a problem. You may be creating another instructor.	<div data-bbox="1133 955 1507 1234">  <p data-bbox="1263 1218 1382 1228">INSTRUCTOR RECERTIFICATION</p> <p data-bbox="1474 1218 1490 1228">72</p> </div> <p data-bbox="1125 1253 1222 1281">Slide 72</p>

Objectives	Topics	Resources & Notes
	<p><b>THINGS TO CONSIDER</b></p> <p>Check with your educational officer for detailed information. Any USPS course or part thereof can have an on-the-water component.</p> <p>(click) – Insurance coverage for on-the-water training activities.</p> <p>(click) – Essential that we coordinate and control implementation of any program. All training programs are controlled by the BOC committee.</p> <p>(click) – Each program will include adequate pre-departure preparation of instructors, equipments, and students, and provide detailed on water criteria for successful completion of each maneuver being trained.</p> <p>(click) – Use only programs approved by BOC committee to minimize risks and utilization of coverage. Each program must be prescheduled and approved by the squadron educational officer or his designee.</p>	<div data-bbox="1094 254 1458 533">  <p>On-the-Water Instruction</p> <ul style="list-style-type: none"> <li>■ Insurance</li> <li>■ Programs</li> <li>■ Procedures</li> <li>■ Approvals</li> </ul> <p>INSTRUCTOR RECERTIFICATION 73</p> </div> <p>Slide 73</p>
	<p><b>This is for you to improve your lesson for next time. Do this as soon as you can after the class so you won't forget. Ask others for suggestions for improvement.</b></p>	<div data-bbox="1094 968 1458 1247">  <p>Reflection</p> <ul style="list-style-type: none"> <li>■ How did it go?</li> <li>■ What did you learn?</li> <li>■ How will you improve it?</li> </ul> <p>INSTRUCTOR RECERTIFICATION 74</p> </div> <p>Slide 74</p>
	<p><b>A teacher should practice his/her technique so that every lesson is a great performance. Gaining attention is imperative if the lesson is going to work well.</b></p>	<div data-bbox="1094 1320 1458 1600">  <p>Another Opening... Another Show</p> <ul style="list-style-type: none"> <li>■ Make a strong entrance</li> <li>■ Wow them with your words</li> <li>■ Show them great things</li> <li>■ Make them hunger for more</li> <li>■ They'll love every minute</li> </ul> <p>INSTRUCTOR RECERTIFICATION 75</p> </div> <p>Slide 75</p>



Objectives	Topics	Resources & Notes
		 <p>Slide 76</p>
	<p><b>As a review and summary, have participants either write down (preferable, since this will aid their understanding — they don't have to share what they wrote, if they don't wish), OR voluntarily say, OR have them both write down and share. A discussion of some of the things participants learned will aid in what they take away from the seminar and provide you with feedback that could be useful to you the next time you offer the seminar.</b></p>	 <p>Slide 77</p>

**UNITED STATES POWER SQUADRONS®  
EDUCATIONAL DEPARTMENT**

Instructor Development Committee  
USPS Educational Policy for Instructor Certification

Revised February 2011

**THE NEED:**

USPS is a highly-regarded educational organization in the recreational boating community, dedicated to the self-education of its members and to providing safe boating education to the public. As part of the approved strategic plan and the fulfillment of its mission, USPS believes that it should offer the highest quality instruction and materials in all its educational offerings. In cooperation with the States and to meet their educational curriculum for boating education, USPS public basic boating safety courses must be NASBLA-approved. Many state members of NASBLA now require that USPS use certified instructors; the requirements for certification are currently left to USPS. The benefit of certified instructors is two-fold: demonstrate a public awareness of professionalism in the USPS approach to education and curriculum; and, to provide on-the-scene qualified teachers in case of last minute scheduling emergencies.

To this end, minimum requirements for instructor certification are in order and are hereby established. The certification program outlined below is based on the USPS Instructor Development Course and is designed to satisfy the requirements of NASBLA and its member states and territories.

**CERTIFICATION:**

All instructors of USPS basic boating safety courses, offered to the public must be certified. The method for obtaining certification to teach any and all course is by passing the USPS Instructor Development (ID) course. Successful completion of ID will result in the issuance of a USPS Instructor's Certification valid for four-years from the date of ID course completion.

With the approval of their SEO, members may request initial four-year USPS certification without completing the Instructor Development Course providing they meet any of the following criteria:

- a. member has completed the Instructor Development predecessor course Instructor Qualifications (IQ) and has been actively teaching courses during the past 24-months and complete the Instructor Recertification seminar or
- b. member holds active/current teaching credentials from an accredited teaching organization. or
- c. member has taught for at least three years within the last five calendar years in an adult education community program or
- d. member has received training through the US Coast Guard Auxiliary instructor training program or
- e. member has completed a NASBLA approved state boating instructor program.

**THE RE-CERTIFICATION SEMINAR:**

Re-certification of all instructors requires completion of the USPS re-certification seminar. The seminar emphasizes the high value USPS places on quality educational material and instruction and is designed to renew enthusiasm and enhance the skills needed for any type of presentation.

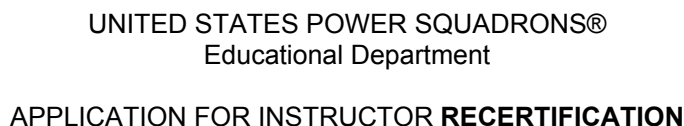
Previously certified instructors who successfully complete the re-certification seminar will be re-certified for a new four-year term from the date of completion of the seminar.

**SPECIFIC BOATING COURSE RECOMMENDATION:**

District Educational Officers are responsible for defining and implementing district educational policies that provide for the certification of all instructors of USPS public boating courses.

**ADMINISTRATION:**

- Records of USPS instructor certification will be filed and maintained at USPS Headquarters.
- District Educational Officers and Squadron Educational Officers are to maintain and monitor records of certified instructors within their areas of responsibility.
- Headquarters mails a monthly report to all DEOs and SEOs listing currently certified instructors and their expiration date.
- Certification remains with the member and applies to all Squadrons in USPS.
- The Instructor Development Committee will provide, and post on the USPS Educational Department web site, forms and written procedures needed for adherence to this policy.



*Applications for Instructor Re-certification on the basis of successful completion of the recertification seminar must be approved by the District Educational Officer before submittal to Headquarters. Type or print the information below and send two copies to the DEO. SEOs should keep a third copy for their own files.*

**As administrator of the Instructor Recertification Seminar held on \_\_\_\_\_, I certify that the members listed below have successfully completed the Seminar and are eligible for renewal of their four-year instructor certification as stated in the USPS Educational Policy for Instructor Certification.**

**Members applying for four-year recertification upon completion of the Instructor Recertification Seminar:**

[illegible]

Squadron Educational Officer: \_\_\_\_\_ Date: \_\_\_\_\_

*District Educational Officer:* \_\_\_\_\_ *Date:* \_\_\_\_\_

## ***2011 RECERTIFICATION SEMINAR CRITIQUE***

We hope you enjoyed presenting this seminar and that the knowledge you gained from it will be useful in promoting effective instruction in your squadrons and districts.

In order to help us improve future editions of the seminar, we would appreciate your answers to the following questions, along with any other comments you may wish to make. Please return this to a member of the Instructor Development committee.

1. Do you believe you gained the knowledge you wanted from the course?  
☐ Yes  
☐ Partly  
☐ No
2. Where the learning of technical material is required, do you feel that the seminar covered it appropriately?  
☐ Too technical  
☐ About right for this course  
☐ Not technical enough  
Comments:
3. Do you think the length of the seminar is sufficient to refresh and stimulate instructors?  
☐ Too long  
☐ About right  
☐ Not long enough
4. Which, if any, parts of the seminar do you think should be modified, or deleted, and why?
5. Would you promote this seminar to other members?  
☐ Yes  
☐ No
6. Do you have any comments about the Instructor Guide or Visual Aides provided?
7. Do you have any other comments on what we might do to improve this seminar, to make it more useful to our squadrons and districts and to attract more instructors?

☐ **Check here if you wish the national course chairperson to contact you concerning your comments, and complete the following information:**

**Name:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

\_\_\_\_\_ **Squadron:** \_\_\_\_\_ **District:** \_\_\_\_\_