

WORKING LESSON PLAN
2007/2008 School Bus Driver Instructors Inservice

TITLE OF LESSON: INSERVICE 101 - Conducting an Effective Inservice

OBJECTIVES OF LESSON: At the end of this lesson, the driver instructor will be able to:

1. Describe three (3) characteristics of a classroom setting that has been designed to enhance inservice training.
2. State three (3) reasons the opening of a training session is important and tell us what housekeeping issues need to be addressed during this time.
3. Identify five (5) of the needs unique to adult learners.
4. Identify five (5) basic presenter techniques.
5. Name the timeline defined in WAC 391-144-020 (5) that each authorized driver must receive inservice training.
6. Name two (2) ways to modify or change the lesson plan to fit your district policy or procedure.
7. State two (2) reasons an evaluation is necessary
8. Name four (4) evaluation techniques
9. Identify two (2) items that an evaluation should not be.

EQUIPMENT FOR LESSON:

Laptop and projector
PowerPoint presentation
Laser pointer
Lesson plan and handouts

INTRODUCTION:

slide 1

WAC 392-144-020(5) requires inservice training for all authorized school bus drivers between August 1st and November 1st each year. To fulfill your obligation as an instructor, it is your responsibility to teach the material, in its entirety, the way it was presented to you at your driver instructor inservice.

To conduct an effective inservice for your drivers, you must be organized and prepared. Practice the lessons plans in advance. Know and understand the information you will be teaching and make sure all equipment works properly.

You can enhance the way your group responds to the training by creating a positive learning environment specific to the needs of the adult learner. An evaluation for your drivers at the end of the lesson will confirm that the material was presented effectively and learned.

This lesson will address each of these components necessary to conduct an effective inservice.

PRESENTATION:

CREATE A LEARNING ENVIRONMENT

slide 2

PLAN and PREPARE

Ways to enhance how the class responds to the training setting.

1. Room arrangement
 - a. Tables/No Tables –If tables are not available provide a hard surface for note taking and other required writing. You can use tablets, clipboards, or in a pinch, magazines for a writing surface.
 - b. Seating Configurations for a classroom setting – aisles/no aisles (if room permits, aisles will allow you to move about the class) – cluster setting (great for small group discussion but does not allow everyone to see front of room) – u-shaped (good for a small group)
2. Light, temperature, noise
 - a. Too dark causes sleepiness -- too light, slides may not show
 - b. Temperature in room should be moderate to keep students comfortable
 - c. Close extra doors and monitor background noise for distractions.
3. Provide materials
 - a. Pens, pencils
 - b. Workbook, handbook, reference books (have drivers bring their own, or provide, and always have extras)
 - c. Handouts – 3 hole punched/ stapled/ arranged in order of use
4. Décor - Make it an occasion – Keep it a professional training session!
 - a. Suggestion: Have a theme – matching invitations, nametags, table tents, agenda, etc.
5. ALWAYS have a sign-in sheet – Documentation, a record of who attended
6. Name tags/table tents/name plaques (so instructor and other class members can see names)
7. Provide a written agenda

8. Invite others to attend the opening. Motivational guests.
 - a. People the drivers will work for or with during the school year. (Superintendent, Friendly Regional Coordinator, principals, athletic director, crossing guard, police department rep., Washington State Patrol etc).
 - b. Invite the newspaper to take a picture. A picture could be the backdrop for start of school transportation article.

IMPORTANCE OF THE OPENING – GET STARTED RIGHT

slide 3

1. Welcome them and let them know you are happy they are attending.
2. Acknowledge and value their experience, also adding, how selected subjects will be built by their expertise as well as build on their expertise.
3. Address housekeeping items
 - a. Location of restrooms
 - b. Cell phones- turned off or silent/vibrate
 - c. Coffee and refreshments
 - d. Smoking area
4. Review the agenda and note formal breaks
5. Explain testing expectations and type of test
6. Introduce guests and give them the opportunity to speak. Tell them before that you will be introducing them and specify a timeline for comments.
7. Get acquainted. (Introductions: self - partner intro (pair participants up and let them introduce each other) - chain intro (person on left introduces person on their right) - transportation name (School bus Sally, Mechanic Mike)
8. Establish ground rules and expectations of class
 - a. Encourage students to participate in class
 - b. Encourage them to ask questions if something isn't clear
 - c. Set expectations of class. (limit chit-chat, war stories, and other interruptions)

SKILLS - TIPS

slide 4

Practical tips for giving a presentation

1. Be organized – Prepare in advance. Allow yourself plenty of time to learn the material before you have to present it.
 - a. **PREPARE!!! PREPARE!!! PREPARE!!!**
 - Order your videos in advance
 - Prepare your handouts
 - Organize district policy/procedures applicable to lesson plan
 - Arrange the room

- Check all equipment
 - b. PRACTICE!!! PRACTICE!!! PRACTICE!!!** **slide 5**
 - Read entire lesson plan
 - Practice the PowerPoint presentation (know slides/bullets)
 - Review videos
 - Get your questions answered before you have to instruct
 - c. Being comfortable as a presenter is a result of being prepared!** **slide 6**
 - You will feel it and your audience will recognize it.
2. Research the subject – don't make it up. **Prepare and practice.** **slide 7**
 3. **Follow the complete lesson plan.**
 - a. Tell them what you are going to tell them (Introduction).
 - b. Tell them (Presentation).
 - c. Tell them what you told them (Summary).
 - d. Test them on what you told them (Evaluation).
 4. Rehearse the lesson. Timekeeping is vital and should be maintained.
 5. **Know how to operate the equipment.** Set up early and check that everything works properly. Have all equipment set up in the order it will be used. **Have a backup plan should you encounter problems.** Don't forget marking pens, a laser pointer, extra batteries/bulbs for the equipment, flip charts, and other essentials you may need.
 6. Maintain appropriate room lighting
 - a. Know where the light switches are located
 - b. Designate a person before class to assist with lights when needed.
 7. **Follow these basic techniques to hold their attention:** **slide 8**
 - a. Appearance - Dress appropriately. You are the expert—you are the teacher.
 - b. Convey a “controlled enthusiasm” for the subject.
 - c. Voice (volume, pause for effect / emphasis)
 - d. Control body language (pacing, swaying, hiding, hand movement).
 - e. Avoid excessive movements. Some animation is desirable.
 - f. LOOK at the audience but don't hold eye contact.
 - g. Position yourself so the audience can see visual aids. (stand aside-don't block)
 - h. Position visual aids so the audience can see them (move transparencies up toward top of screen to keep them visible)
 - i. Keep visual aids and slides simple. Don't write entire paragraphs on them. Instead, bullet important information and tell the details from your note cards.

slide 9

- j. **NEVER** read the entire lesson plan. **It shows that you have not prepared.** (Use cue cards or notes to present. Remember to number them in case they get mixed up or dropped.)
 - k. **Do not** talk to the screen! (the audience won't hear you because you are projecting your voice to the screen, you lose their interest when you turn your back to them, and it shows you have not prepared)
 - l. **Do not** rush. Keep to the time allotted and stick to your lesson plan.
 - m. **Do not** point to visual aids. (If using PowerPoint, your back will be to the audience and you may not be able to reach what you are pointing at. May be unclear.—If using an overhead projector, you will create a shadow that blocks your visual aids and will be staring into the bright light) Use a laser pointer instead.
 - n. Keep water (takes sips when needed) and Kleenex handy
8. Enjoy yourself!

THE ADULT LEARNER

slide 10

Information for the Driver Instructor:

Whether you are training new drivers or providing inservice for experienced drivers, you will be working with adult learners. There are some very specific, as well as subtle, methods you can adopt to help you reach this group of students.

Recognize some of the needs specific to the “Adult Learner” and find ways to address these needs.

1. Adults want to be liked and respected. They are mature and experienced people.
 - a. Be friendly and positive
 - b. Really listen when they speak, recap what is said, clarify, and respond positively.
 - c. Greet / Address them by name. Use nametags or table tents / plaques until you learn names.
 - d. When they reveal an experience to you, find a way that experience would relate to the subject being taught.
 - e. Allow sharing and social interaction, but keep the focus on the subject material.
2. Adults tend to be “test shy”. It may have been years since they took any kind of test and they may have even had trouble with testing when they were in school.
 - a. Reassure them that you will have them well-prepared for any test that might be given.

- b. Tell them what form the testing will be, and, if possible, offer more than one type of test (written, verbal, group etc.)
3. Many adults are shy, apprehensive and afraid to participate in a group setting. Try to make them comfortable and draw them into your discussions. Even though they may tend to be quiet, it is likely they have something important to share.
 - a. Be gentle. Don't put them on the spot or direct the group's attention to them until they are ready.
 - b. Make them as physically comfortable as possible.
 - Appropriate seats that fit them.
 - Plenty of breaks - of a reasonable duration.
 - Comfortable room temperature.
 - Good lighting and positioning of visual aids etc.
4. Adults expect to be treated as adults.
 - a. Never talk down to or at. Do not ridicule, make fun of, or embarrass anyone.
 - b. Don't assign busy work. Any work you give them should be meaningful and goal-oriented.
 - c. Use examples that relate to real life situations and experiences.
 - d. Don't just tell them "what". Adults want to be told "why".

Remember, there should be no secrets in teaching and learning.
5. Adults like to have fun. Humor can be the key to unlocking the doors of resistance to learning. Real life situations can be the most humorous and don't run as great a risk as a joke that might be offensive to an individual. Remember, not all Norwegians like lutefisk.

PRESENTING TOPICS AS REQUIRED

slide 11

Trainer Note: You will reference H-1 & H-2 them in this section.

WAC 392-144-020-(5) School bus driver annual inservice training course means a course taught by an authorized school bus driver instructor. The content and minimum time requirements of such course shall be annually determined by the superintendent of public instruction and shall be required to be completed no earlier than August 1st and no later than November 1st by all authorized school bus drivers.

OSPI has developed a statewide Driver Training Planning Committee.

1. Topics are selected from suggestions provided by drivers, instructors, and other interested individuals.
2. Lesson plans are developed by sub groups of the committee then presented to the entire committee for input and corrections. At inservice, you receive the final lesson plan. In the lesson plan, you are provided trainer notes to guide your instruction.
3. The expectation from OSPI is that each instructor will teach the entire lesson plan as it was presented to you at the instructor inservice.

The materials you will need for the presentation are listed under **slide 12 Equipment** at the beginning of the lesson plan. The method of presentation style is up to the presenter.

1. PowerPoint, laptop computer and projector
2. Overhead projector and transparencies or a document camera
3. Videos and VCR or DVD & DVD player
4. Lesson plans and PowerPoint presentations can generally be downloaded from the OSPI website at <http://www.k12.wa.us/transportation>.

Trainer Note: H-1 & H-2. In the next section, demonstrate how to use different styles of presentation materials. 1) Demonstrate how to access the lesson plans from the OSPI website and refer to the handouts H-1 & H-2 for step-by-step instructions. 2) Demonstrate how to open a PowerPoint presentation and show how to play the slide show. 3) Demonstrate how to print transparencies for overhead projection or handouts. 4) If you have a document camera available, demonstrate it. Lesson plan has visuals for you to use.

****Demonstrate how to access the website, download lesson & use PowerPoint to play/save/print***

H-1 Accessing Lesson Plan from OSPI website slides 13 through 18

H-2 Using PowerPoint, Playing slide show & printing handouts slides 19 through 23

Trainer Notes guide you through the presentation.

slide 24

They:

1. Explain the intent of lesson
2. Tell when to pass out the required handouts

3. Cue you when its time to play a video / video clip.
4. Give the approximate time the lesson will take.
 - a. **Don't look for shortcuts!** If an instructor looks for shortcuts, it may take away the importance of the lesson or of inservice. Remember, as an instructor, it is your obligation to teach all the material completely.
 - b. Show all videos in lesson plan - at the appropriate time.
 - c. Complete all exercises as instructed in the lesson plan.
5. Direct you when to add your school district's policy or procedures. You must plan ahead and have this information ready to present.
 - a. First and foremost, the lesson should be taught following the trainer notes and lesson plan as provided to you.
 - b. When the lesson states the importance of following your district policy or procedures, it's important for you to add your district specific information into the lesson where applicable.
 - c. **Do not delete any information** that you feel doesn't apply. You may add more specific, district related information to clarify your district expectations when necessary, but never delete any state required information.
 - d. Identify and note your additions as district-related information. Not all districts follow the same procedures. If you have guests present, they need to know your information may be different than theirs. Tell them to check their district policy/procedures. –Then, discuss your district's expectations and procedures.
6. Guide you through the group participation and sharing exercises. You must use one of the methods provided in the trainer notes along with the scripts or examples provided. Depending on the size of your group, examples include:
 - a. Divide into small groups before the lesson begins.
 - b. Assign a scribe to take notes and conduct large group participation/discussion.
 - c. Have small group discussions and a presentation of their topic.
 - d. Use the scripts or examples provided in the lesson plan. It's always OK to ask for additional examples, but **the base of the lesson plan should always be used.**

Bottom Line

You are required to teach the lesson as it was prepared and presented to you at the instructor inservice. You may not delete sections that don't apply to your district, but certainly, you can add topics and related information that is specific to your district by identifying it as such. **If you shorten your inservice, you are short-**

changing your drivers and not fulfilling your obligation as an instructor. You receive state-mandated training.

EVALUATION TOOLS

slide 25

Evaluations can be a valuable part of the learning process for both the students and the instructor if they are constructed properly. An evaluation will assess whether a lesson was effectively structured and presented, and determine if the students received and retained the information contained in the lesson.

Reasons to Evaluate

1. Help the instructor improve the way the material is organized and presented.
2. Determine whether the students are engaged and actively learning the material.
3. Imprint the information learned to long-term memory by recalling it soon after the lesson has ended.

Effective methods of evaluating could contain one or a combination of the following:

1. A written quiz
2. Demonstrating a skill learned
 - a. Completing a proper railroad crossing
 - b. Showing how to adjust mirrors
3. Reciting a procedure
 - a. Verbally explaining a safe stop and load procedure
 - b. Explaining a brake system check
4. Doing a Group Task
 - a. Role playing to practice student management skills
 - b. Taking turns answering components of a multi-part question

Evaluations Should Not:

1. Be unfair; be sure the questions have been covered in the lesson
2. Be so difficult as to make a student feel inadequate when they are actually learning at an adequate level.
3. Be the same format all the time. Mix it up.
4. Be vague or require only a “yes” or “no” answer
5. Embarrass anyone

Evaluations Should:

1. Reinforce the learning that has already taken place
2. Offer an opportunity for positive reinforcement

3. Be measurable. (Recited, Demonstrated, Explained)

III. SUMMARY

slide 26

WAC 392 144 020 (5) requires inservice training for all authorized school bus drivers be held between August 1st and November 1st each year. To fulfill your obligation as an instructor, it is your responsibility to teach the material, in its entirety, the way it was presented to you at your driver instructor inservice. You will conduct an effective inservice for your drivers if you are organized and prepared. Practice the lessons plans in advance, know and understand the information you will be teaching, rehearse and be prepared. Make sure you have all the equipment you need and that it works properly and organized in the order you will use it. Create a positive, professional learning environment to enhance the way your drivers respond to the training. You can do this by using a theme or by keeping them comfortable by controlling the heat, proper lighting, and monitoring the background noise. It is important to demonstrate appropriate instructor skills by using eye contact, good volume/voice control, and positioning yourself so the audience can see the screen. Do not read the lesson plan or talk to the screen. Remember, adults have specific learning characteristics. Keep them comfortable, respect their knowledge, and value their participation. At the end of the lesson, evaluate your drivers to confirm the material was presented effectively and learned. Evaluations can be a valuable part of the learning process for both the student and the instructor.

IV. EVALUATION

slide 27

1. Describe three (3) characteristics of a classroom setting that has been designed to enhance inservice training.

Answer: (1) Room arrangement -tables/no tables, seating configuration (2) Room control- light, temperature, background noise (3) Provide materials- writing material, workbooks, handouts (4) Décor-make it a professional occasion (5) Sign in sheet (6) Name tags, table tents/plaques (7) Written agenda (8) Invite motivational guests, media, etc.

2. State three (3) important items to cover in the opening of a training session and tell us what housekeeping issues need to be addressed during this time.

Answer: (1) Make them feel welcome (2) Acknowledge and value their experience (3) Agenda and breaks (5) Testing expectation (4) Introductions Guest speakers/self (5) Class expectations (6) Housekeeping Items-Restrooms, cell phones, smoking, coffee/refreshments

3. Identify five (5) of the needs unique to adult learners.

Answer: (1) Adults want to be liked and respected-smile, be friendly, use names, listen (2) Test shy-reassure, inform and prepare them for testing (3) Shy in group setting-be gentle, don't put them on the spot, make them physically comfortable-seats, breaks, room temperature, lighting and visual aids (4) Expect to be treated as adults-don't talk down to, ridicule or embarrass, don't assign busy unnecessary work, examples related to material, tell them why-no secrets to learning or teaching. (5) Like to have FUN

4. Identify five basic presenter techniques.

Slide 28

Answer: (1) Appearance (2) Convey a "controlled enthusiasm" for the subject (3) Voice (4) Control body language (5) Avoid excessive movements. (6) LOOK at the audience (7) Position yourself so the audience can see visual aids (8) Position visual aids so the audience can see them (9) Keep visual aids and slides simple (10) **NEVER** read the entire lesson plan (11) **Do not** talk to the screen (12) **Do not** rush. (13) **Do not** point to visual aids (14) Keep water and Kleenex nearby

5. Name the timeline defined in WAC 391-144-020 (5) that each authorized driver must receive inservice training.

Answer: No earlier than August 1st and no later than November 1st each year.

6. Name two (2) ways to modify or change the lesson plan to fit your district policy or procedure.

Answer: Identify and note your district specific information. Not all districts follow the same procedures. Do not delete anything but you may add district specific information.

7. State two (2) reasons an evaluation is necessary.

slide 29

Answer: (1) To determine if the lesson was constructed and presented effectively (2) to determine if the students received and retained the information contained in lesson.

8. Name four (4) evaluation techniques

Answer: (1) Written Quiz (2) Demonstrate (3) Recite (4) Perform a group task-
Role play, participate in multi-part question

9. Identify two (2) items that an evaluation should not be.

Answer: (1) Unfair (2) Too difficult-makes them feel inadequate (3) The same format over and over-mix them up (4) Vague or require only yes/no answer (5) Embarrassing