

Appendix E

Performance Qualification Standard (PQS)

Appendix E – Performance Qualification Standard (PQS) Workbook

This Student Guide and associated Performance Qualification Standard (PQS) will guide you through the Instructor Development 2025 Standards and Qualifications. It will provide you with certain tasks to complete and have verified by your mentor instructor(s). You may have more than one mentor instructor sign off on the various tasks. The mentor instructor must be a qualified USCG Auxiliary instructor. Once you have completed all the sign-offs of the tasks, the next step is to prepare and present a fifteen- to thirty-minute training event along with associated lesson plans and instructional aids. A mentor instructor will evaluate the first training event and provide you with positive feedback and discuss areas that could be improved.

Following the completion of the first training event, you will then prepare the second training demonstration, which is a one- to two-hour training event using chapter(s) from one of the approved Coast Guard Auxiliary Public Education or, if permitted, Member Training courses. A mentor instructor will again critique your presentation and preparation of the longer training event and provide you with positive feedback and discuss areas that could be improved.

Upon successful completion of the two training events, a mentor instructor will sign the final mentor certification form and provide a copy for the Flotilla Commander to verify that you have met all the criteria to become certified as an instructor. Lesson plans, documentation of the use of instructional aids and passing of the National Exam may be required for submission in accordance with district policy. Your completed application will be processed according to your USCG Auxiliary District's policy. You will receive your Instructor Certificate and be eligible to wear the Instructor ribbon and medal when you have met the minimum standards of a Certified Instructor for the U.S. Coast Guard Auxiliary.

Tasks: Demonstrate your knowledge of the following tasks

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INS 01 List characteristics of an effective instructor.

Reference page(s) 6

- *Content and Auxiliary expertise*
- *Experience*
- *A professional appearance*
- *Organizational skills*
- *Professionalism*

- *A skilled instructor embodies professionalism, demonstrating the competencies and qualifications that make them a role model for students.*
- *Instructors play a crucial role in transferring necessary skills, ensuring that the public gains the knowledge to become safer boaters and that the Coast Guard Auxiliary remains staffed with well-qualified members.*
- *Instructors must consistently exhibit appropriate personal conduct.*
- *An instructor's appearance and personality significantly shape learners' perceptions of them.*
- *To excel as an instructor, you must have expertise or experience in the subjects you teach.*

Strong organizational skills are also crucial, as they enable you to effectively use lesson plans and apply adult learning principles. Remember that the time and care invested in preparing for each lesson will influence the instructor's credibility with the audience

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INS 02 State credibility challenges facing instructors of adult learners and ways to overcome the challenges.

Reference page(s) 6, 45

Adult learners do not automatically grant credibility to individuals simply because they are in positions of authority or responsibility.

Respecting the adult learner for all that they bring to the learning activity helps to facilitate growth and change for the learner.

No matter who you are teaching, the instructor must prepare. With adults, preparation is the single most effective way to improve your instruction. When the instructor isn't sufficiently prepared, the training is painful for both the instructor and participants. This is where lesson plans are even more important. Preparation allows the instructor to stay on course, on target, and on time.

Adult learning requires a tailored approach due to its unique characteristics. Instructors must manage the learning experience, encourage participation, and navigate learner diversity. Adult learners bring varied backgrounds in terms of race, ethnicity, ability, culture, and more, which influences program design but also enriches the classroom with diverse experiences.

Adults often have expertise in their fields and should be respected as such. To maximize learning effectiveness, we must leverage the unique traits of adult learners, making content relevant and enhancing their experience.

Adult Learning Theory posits that adults learn differently from children. They have existing knowledge, seek learning based on personal interests and needs, and understand their learning motivations.

Adult learners face specific challenges due to their emotional baggage, life experiences, internal motives, and cognitive characteristics. Recognizing these factors is crucial for effective adult education.

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- INS 03 Of the 14 Instructor Competencies, discuss your two strongest competencies, why you chose those, and how to implement them.
Reference page(s) 8-9
See Attached 14 Competencies
- INS 04 Of the 14 Instructor Competencies, discuss your two weakest competencies, why you chose those, and how to strengthen your implementation of them.
Reference page(s) 8-9
See Attached 14 Competencies
- INS 05 Recite at least two mnemonics from your experience and describe how you apply those to your instruction.
Reference page(s) 10
Here are examples:
- Song Mnemonics: Create a tune for something you need to remember. For example: The “ABCD” song that children learn to remember the alphabet.*
 - Rhyme Mnemonics: Make up a rhyme to remember something. For example: Red over green, sailing machine: Used to remember that a red light above a green light designates a sailing vessel.*
 - Name or Acronym Mnemonics: Use a common word that stands for something else. For example: HOMES: Name for the five Great Lakes - Huron, Ontario, Michigan, Erie, Superior.*
 - Expression Mnemonics: Use a sentence that has the first initial of each word representing something else. For example: Every Good Boy Does Fine: To remember the musical line notes of the treble clef - E, G, B, D, F.*
 - Visual Mnemonics: Remember the thing that you want to memorize by putting that thing in a room in an imaginary house.*

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INS 06 Discuss how you would approach each of the three types of learning, using Auxiliary examples.

Reference page(s) 11

- *Meaningful Learning – involves an interrelated body of information requiring understanding rather than memorization. New material is related to what a student already knows.*

- *Rote Learning – memorization is one way to learn. Remembering terms requires repetition and is often called rote learning. Memorization is one way to learn this type of material, but merely repeating terms with no apparent relevance is not efficient. Using mnemonics and distributing the practice over days are ways to make this type of learning easier.*

- *Skill Learning – many skills are involved in operating a boat, from tying knots to securing a line to docking a boat in windy weather. Learning the steps involved in tying a bowline by reading a book is very different from tying the knot on the dock. Learning the steps in class involves the two types of learning just described. Gaining proficiency in actually tying the knot in the line involves skill learning.*

Learning Types and Teaching Strategies:

Meaningful Learning: Focuses on understanding interconnected information. It links new material to existing knowledge. This requires comprehension rather than memorization.

Rote Learning: Emphasizes memorization through repetition. Most effective when:

- a. Using mnemonics (memory aids)*
- b. Distributing practice over time*

Caution: Avoid meaningless repetition without context

Skill Learning: Involves practical, hands-on abilities (e.g., boating skills). Progresses from theoretical knowledge to practical application. Examples:

- a. Knot tying: Move from book learning to physical practice*
- b. Boat docking: Apply classroom knowledge in real conditions*

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INS 07 List some techniques that the instructor can leverage to maximize the effectiveness of two-way communication.

Reference page(s) 26

When a student or trainee speaks, the instructor should pay attention not only to the content of the message but also to the speaker's tone of voice and body language, including the quality of their voice and gestures that accompany the information.

The way something is said conveys emotions that can either support or undermine the substantive information. A moderate amount of enthusiasm is always a good idea, but excessive emotion can work against an accurate interpretation of the message, especially if anger is present. Remain calm, use a positive, varied tone of voice, and the listener is likely to respond in a similar manner.

In an instructional setting, the balance between sending and receiving a message is different from less formal conversation. For the instructor and the students to communicate effectively with one another, both must be proficient in communication techniques. The instructor is more frequently the sender than the receiver, but a healthy balance between the two roles is highly desired.

The instructor also has greater responsibility both for using effective techniques and for helping his or her students become better at sending and receiving.

Teaching is a dynamic, multifaceted role that requires constant adaptation. Instructors navigate a bustling environment filled with verbal and nonverbal cues from multiple students simultaneously. This complex interplay demands skillful management of various roles – from facilitator and mediator to knowledge expert.

Effective communication is essential in this high-energy setting. Leveraging both auditory and visual elements creates a shared understanding among students. Ultimately, teaching is a collaborative process involving a continuous exchange of ideas. By actively listening and responding to student input, instructors can foster deeper comprehension and create a truly engaging learning experience.

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Recognize that communication consists of four phases of a two-way process and involves verbal and nonverbal elements.

The two-way process has an active speaker and an active listener; the four phases are transmit, receive, interpret, and respond. Good instructors use a combination of visual and auditory aids when presenting material.

Specific verbal techniques are discussed in INS 13

- INS 08 Identify the 9 events of the 9- event lesson plan.
Reference page(s) 15-19
Appendix D

Opening – Tell them what they are going to be taught.

- 1. Gain their Attention*
- 2. State the Learning Objectives*

Delivery – Teach them!

- 3. Recall*
- 4. Present the Information/Content Delivery*
- 5. Provide Learning Guidance*
- 6. Provide Opportunities for Practice*

Closing – Tell them what they've been taught.

- 7. Give Feedback*
- 8. Test*
- 9. Enhance Retention*

- INS 09 Complete a lesson plan for an assigned topic in the prescribed format for the 15- to 30-minute presentation
Reference page(s) 15-19
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INS 10 Describe how to use both motivational and developmental feedback.

Reference page(s) 17-18

Developmental feedback is information designed to help a person improve something they are doing. Motivational feedback is approval for what someone is doing or how they are doing it as a way of reinforcing that behavior.

*Developmental feedback vis-à-vis motivational feedback:
Developmental feedback differs from motivational feedback in that it focuses on specific areas of improvement rather than general encouragement. When used effectively, it can significantly enhance learning outcomes and personal growth.*

- *Timely, objective, specific, and non-punishing*
- *Focus on performance, not personal attributes*
- *Avoid negative feedback (silence or criticism)*

Types of Positive Feedback:

- *Advice: Identifies desirable behaviors and how to incorporate them*
- *Reinforcement: Recognizes meeting or exceeding standards*

Benefits of Positive Feedback:

- *Improves confidence and performance*
- *Removes barriers*
- *Increases motivation*

Negative Feedback (to be avoided):

- *Silence: Maintains status quo, decreases confidence*
- *Criticism: Identifies undesirable behaviors, generates excuses*

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INS 11 Describe several instructional classroom aids and how to use them in a classroom

Reference page(s) 20-24

Training Equipment: Tips and Uses

1. *Boards (Chalkboards, Whiteboards, etc.):*
 1. *Best for spontaneous information*
 2. *Record student ideas, lists, tables*
 3. *SAY and WRITE simultaneously*
 4. *Group ideas, display sticky notes*
2. *Flip Charts:*
 1. *Portable and reusable*
 2. *Record discussions, track questions*
 3. *Hang pages on walls for reference*
 4. *Backup for technical failures*
3. *Presentation Software (e.g., PowerPoint):*
 1. *Create modern slideshows*
 2. *Adaptable to various classroom settings*
4. *Handouts:*
 1. *Provide reference material*
 2. *Can be distracting if given too early*
5. *Video Presentations:*
 1. *Demonstrate scenarios, skills*
 2. *Reinforce points entertainingly*
 3. *Resources: YouTube, America's Boating Channel, etc.*
6. *Props:*
 1. *Three-dimensional items for discussion/practice*
 2. *Demonstrate correct procedures*
 3. *Introduce models of real-world items*

Key point: Choose equipment based on lesson needs and available resources. Each tool has unique advantages for enhancing learning experiences.

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INS 12 *Compare and contrast verbal communications and non-verbal communications addressing factors such as the instructor's role, the student's role, and making the message effective.*
Reference page(s) 25-27

Instructor's Role. The instructor serves as a facilitator while keeping all students cognitively engaged in a substantive conversation. The instructor must communicate with his or her students regarding the content to be learned, using a dialogue that engages the students' learning processes.

Students' Role. Students need to communicate with their instructor regarding: (a) their understanding of the material being learned, including what they do not understand, (b) their expectations and goals for the course, and (c) their special needs, both physical and social. Remember, communication requires both speaking and listening. In most situations, students will not voluntarily express these concerns. The instructor must engage the students in conversation and help them communicate effectively.

Making the Message Effective. In an instructional setting, the balance between sending and receiving a message is different from less formal conversation. For the instructor and the students to communicate effectively with one another, both must be proficient in communication techniques. The instructor is more frequently the sender than the receiver, but a healthy balance between the two roles is highly desired.

The instructor also has greater responsibility both for using effective techniques and for helping his or her students become better at sending and receiving. The following sections focus primarily on sending by the instructor, but they also are relevant to sending by students. In the latter case, the instructor needs to serve as facilitator in helping them learn appropriate communication skills.

To be effective, teachers must be mindful of both verbal and nonverbal messages, striving for consistency and clarity in their communication.

1. Verbal Communication:

- 1. Expressed in words (oral or written)*

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- 2. Examples: Explanations, questions, written instructions*
 - 2. Non-Verbal Communication:*
 - 1. Gestures, behaviors conveying information*
 - 2. Often accompanies verbal messages*
 - 3. Examples: Eye contact, facial expressions, body posture*
 - 3. Interplay between Verbal and Non-Verbal:*
 - 1. Can reinforce or contradict each other*
 - 2. Non-verbal cues are often given more weight when inconsistent*
 - 4. Impact of Communication:*
 - 1. Non-verbal: 93% (body language, tone of voice)*
 - 2. Verbal words: 7%*
 - 5. Factors Affecting Interpretation:*
 - 1. Cultural background*
 - 2. Personal beliefs*
 - 3. Perceptual differences (e.g., visual/hearing impairments)*
 - 6. Potential for Misunderstanding:*
 - 1. Misinterpretation of unspoken messages*
 - 2. Cultural differences in non-verbal cues*
- Key Point: Instructors should be aware of both their verbal and non-verbal communication, ensuring consistency for effective message delivery and minimizing misunderstandings.*

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INS 13 *List specific verbal techniques, explaining how to apply them in a learning environment.*
Reference page(s) 27-28

Verbal Techniques

- *Volume/Projection: Speak loudly enough for all to hear; use microphones when necessary.*
- *Rate: Maintain a balanced pace; slow down for emphasis and pause for processing.*
- *Pitch: Be aware of pitch variations; avoid exaggerated changes.*
- *Inflection: Vary voice force to emphasize key points.*
- *Silence: Use brief pauses to focus attention.*
- *Language: Choose appropriate, vivid words; maintain a formal yet approachable tone.*
- *Repetition: Reiterate important information.*
- *Active Listening: Use nonverbal cues and paraphrasing to show engagement.*
- *Courtesy: Maintain respect and avoid embarrassing students.*
- *Fillers: Avoid using “um,” “ah,” and similar sounds that may distract or convey a lack of confidence.*

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INS 14 Demonstrate the ability to set up media equipment and discuss troubleshooting typical issues.
Reference page(s) 22-24

The instructor-trainee must demonstrate proper setup and use of media equipment for 15 to 30 minute presentation and should discuss contingency planning as well as troubleshooting typical problems with common media equipment.

Chalkboards and Dry Erase Boards - *It is a good idea for the instructor to both SAY and WRITE whatever they put on the board.*

Flip Charts - *Make sure to have an easel sturdy enough to support the chart as the sheets are changed.*

Presentation programs, such as PowerPoint® - *be sure to spell check and grammar check your presentation and make use of instructor notes. Make sure slides are visible from the back of the classroom.*

Handouts - *be cautious in presenting handouts prior to their use as they may be distracting, and students may ignore your instruction in favor of the handouts.*

Multimedia projectors and flat screen televisions *allow for large screen viewing; having spare batteries for the remote and proper cables for the types of adapters is good contingency and prior planning. If using a projector, plan on carrying an extra bulb.*

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INS 15 List specific nonverbal techniques, explaining how to apply them in a learning environment. Identify particular cautions for nonverbal communication.

Reference page(s) 28-30

1. *Appearance: Maintain a professional look with appropriate uniform and grooming.*
2. *Eye Contact:*
 1. *Use to assess understanding and engagement*
 2. *Maintain balanced eye contact; avoid staring or neglecting parts of the audience*
 3. *Be aware of cultural differences in eye contact interpretation*
3. *Gestures and Mannerisms:*
 1. *Use supportive gestures that match verbal communication*
 2. *Avoid distracting habits (e.g., fidgeting with objects)*
 3. *Be mindful of cultural differences in gesture meanings*
4. *Head Movements:*
 1. *Nod to show agreement and interest*
 2. *Ensure consistency between head movements and spoken words*
5. *Professional Demeanor:*
 1. *Avoid profanity and sarcasm*
 2. *Maintain a friendly, open interaction style*
6. *Body Language:*
 1. *Use positive nonverbal cues (e.g., smiling) to create enthusiasm*
 2. *Be aware that body language can support or contradict verbal messages*
7. *Proximity:*
 1. *Adjust distance for formality (closer is less formal)*
 2. *Respect cultural norms regarding personal space*
8. *Facial Expressions:*
 1. *Scan for audience cues (confusion, inattention)*
 2. *Use expressions to communicate and emphasize points*
9. *Laughter and Humor: Use appropriately to relieve stress and enhance memorability*

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INS 16 State the two types of questions, provide examples of each, and compare the benefits.

Reference page(s) 32-34

- *Open-ended - These are the best types of questions to use for maximum audience participation.*
- *Closed-ended – These are the best types of questions to use for checking accuracy of concepts or subject matter learned or proficiencies gained.*
- **Understanding or remembering-** *Determining if a student can recall information is important to an instructor. Questions may be best phrased as:*
 - *Who can tell me why...?*
 - *Can someone tell me what we said was the reason that we...?*
 - *Who remembers what we said about...?*
 - *Let's review. What are the five things that...?*
- **Application-** *Determining if a student can apply the information is essential. Questions may be phrased:*
 - *How would you use this...?*
 - *How is this an example...?*
 - *How is this related to...?*
 - *Why is this significant to...?*
- **Relevance or Life Experience-** *Determining if students can identify relevance can be important to the instructor, especially considering how adults learn. Questions may be phrased:*
 - *Has anyone ever used...?*
 - *What happened when you tried...?*
 - *Can someone tell me about a time when...?*
 - *Have you ever seen someone use...?*
- **Analysis-** *Comparing the relative benefits of two techniques adds to student learning and is an effective question technique. Questions may be phrased:*
 - *What are the features of...?*

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- *Can you sort these from these?*
- *How would you prioritize these actions?*

- **Lessons Learned-** *From analysis, we look for lessons learned to avoid repeating our errors or oversights.*
 - *Have you ever regretted repeating...?*
 - *What is your unforgettable lesson learned...?*

- **Self-Discovery-** *Students who think forward to discover a desired result will retain that information longer. Questions may be phrased:*
 - *What does this mean for you...?*
 - *What are the implications of...?*
 - *What do you think will happen if...?*
 - *Can you tell me about a time you could have used...?*

Effective Question Types for Instructors

1. *Understanding/Remembering:*
 1. *"What strategies do you use to ensure effective communication among your crew while on the water?"*
 2. *"Can you share a time when you experienced a boating emergency and how you handled it?"*
2. *Application:*
 1. *"What are some essential safety equipment items you should always have on board before setting out on a boat?"*
 2. *"What are the key pieces of safety equipment you should have on board?"*
3. *Relevance/Life Experience:*
 1. *"What steps do you take before heading out on a boating trip to ensure safety?"*
 2. *"What steps should you take if you encounter rough water or hazardous conditions while boating?"*
4. *Analysis:*
 1. *"What are the key components of a well-stocked boating emergency kit, and how do you decide what to include?"*
 2. *"How would you prioritize these actions?"*
5. *Lessons Learned:*

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1. *"Can you share an experience where you or someone you know had to use life-saving techniques while boating? What did you learn from that situation?"*
 2. *"What role does weather forecasting play in safe boating, and how do you use weather information to make decisions about your trips?"*
6. *Self-Discovery:*
1. *"How do you stay informed about the latest boating safety regulations and best practices?"*
 2. *"What stories or legends of the sea have always fascinated you?"*

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INS 17 State the three-step model for responding to questions and provide an example for each

Reference page(s) 34

1. Confirm Understanding

- 1. Repeat or rephrase the question*
- 2. Make eye contact with the asker to verify comprehension*

2. Provide a Clear Response

- 1. Answer directly and concisely*
- 2. Address the entire class, not just the questioner*

3. Verify Satisfaction

- 1. Ask if the answer was sufficient*
- 2. Make eye contact with the original asker*
- 3. Invite additional questions from the class*

1. Ensure that the instructor understands the question

- Repeat the question ("Is that what you were asking?")*
- Look directly at the person who asked the question to affirm understanding the question*

2. Respond to the question

- Be as direct and succinct as possible*
- Look at the entire class, not only the person who asked the question. (Someone else might want to ask that question but did not have the fortitude to do so.)*

3. Check to be sure the question was answered

- Say, "Did that answer your question?"*
- Look directly at the person who asked the question and affirm their question was answered*
- Ask if there are any other questions*

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INS 18 State options available to the instructor to handle incorrect answers to questions.

Reference page(s) 34

- ***If the student didn't hear the question:***
 - *Repeat the question clearly.*
- ***If the student misunderstood the question:***
 - *Rephrase or reword the question in a different way to clarify.*
- ***If the student doesn't know the answer:***
 - *Simplify or break down the question.*
 - *Pose a more straightforward or guiding question.*
 - *Redirect the question to another student for input.*

INS 19 State practical strategies to improve instructional effectiveness, particularly in difficult situations.

Reference page(s) 36

Tips to Improve Instructional Effectiveness

- *Never ask learners to do things with which they are uncomfortable, or that will make them look foolish in front of the rest of the group.*
- *Match the instruction's comfort level to what they will be doing in the "real world."*
- *Provide opportunities and encouragement for learners to stretch their skills and grow.*
- *Demonstrate emotions such as concern, understanding, or empathy when appropriate.*
- *Demonstrate willingness to change the program to suit the audience's needs.*
- *Add humor to lighten the mood — but only if the instructor has had the opportunity to test out the humor with several co-instructors to make sure the humor is in good taste.*

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INS 20 Describe different strategies for removing barriers to learning for those with special needs
Reference page(s) 40-42

Visual Limitations- *Students experience visual challenges for several reasons. Some have difficulty seeing, even with corrective lens. Others may be excessively bothered by glare or by bright lights. Still others may have color blindness that interferes with their understanding of the visual slides.*

Auditory Considerations- *For students who require a signer using American Sign Language, try to find if one is available. Most students will know of one, if they have used someone in the past. Both the student and the signer should be able to see well while minimizing distraction for other students. Many hearing-impaired people read lips. An instructor should always face students when presenting*

- *Pay attention to how students are learning and adjust instruction accordingly*
- *Discreetly inquire about individual needs*
- *Implement strategies that benefit all students*
- *Handling Other Physical Challenges:*
- *Be prepared to assist with both temporary and permanent physical issues*
- *Offer help tactfully, without drawing unnecessary attention*
- *Remember that kindness is key, even when perfect accommodation isn't possible*
- *Special Considerations for Minors:*
 - *Ensure another Auxiliarist is present during class sessions*
 - *Obtain necessary credentials if teaching minors from sponsoring organizations (e.g., Sea Scouts)*

The goal is to provide equal opportunities for learning and success, regardless of individual challenges.

- ***Test-Taking Accommodations***
 - *Ensuring fair and accessible examination conditions for all students is crucial. This may require special*

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arrangements for those with various challenges. Here's an overview of potential accommodations:

- *Visual Impairments:*
- *Provide exams in larger font sizes*
- *Offer to read questions aloud*
- *Learning Disabilities or Test Anxiety:*
- *Allow extended time for exam completion*
- *Mobility Issues:*
- *Provide appropriate tables for wheelchair users*
- *Writing Difficulties:*
- *Allow use of computers for answering*
- *Provide a scribe to mark chosen answers*
- *Other Considerations:*
- *Be prepared to adapt to various needs as they arise*

INS 21 List and explain techniques employed by effective online instructors.

Reference page(s) 43-44

- *Keep students actively engaged in course related activities.*
- *Pace online discussions and keep track of discussion tracks and progress on student assignments.*
- *Provide information and insights when needed after allowing time to see if a student provides the insight or information, thereby not dominating the discussion.*
- *Weave together different threads of a discussion and relate them to various parts of the course.*
- *Cultivate a community feeling in which students feel free to share ideas and make mistakes. Distribute a class roster and do other things to maintain a personal touch that can be easily lost because of the technology.*
- *Combine fact-based learning with problem-based and real-life learning experiences.*

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INS 22 Discuss some principles for teaching adults and how an instructor be most effective.

Reference page(s) 46-48

Adult learning has unique features and characteristics that require a tailored approach to provide an effective, satisfying experience for the learners. It is the instructor's role to prepare and manage that experience, encourage participation, and manage the learning journey. To start with, learner diversity is an important feature that must be given attention: adult learners may differ by race, ethnicity, ability, thought, culture, religion, sexual orientation, gender and economics. These all influence the program choices for the instructor. At the same time, learner diversity also brings a wealth of experience to the classroom.

Some practical strategies for the adult learner include:

- Present the overall agenda at the beginning of the program. If you are teaching skills in a small group, explain what you will be doing and what the participants will be expected to do.*
- Take the time to describe what you will be doing, both activities and content. Many people enjoy surprises, but a training environment is not the place to put people "on the spot." Create a climate that is "safe" for experimenting and risk-taking.*
- State clearly what you expect from the participants. Adult learners want to know how to respond, what they will need to accomplish, and how the class will be conducted.*

Relevancy is a "must" for adult learners. They want to be able to put to use the skills and knowledge they have learned right away.

Principles for Effective Adult Learning:

Leverage experience: Connect new knowledge to learners' professional backgrounds and life experiences.

Emphasize practicality: Provide clear applications for solving specific problems. Answer the "What's in it for me?" question upfront.

Ensure immediate relevance: Blend theory with practice through exercises that allow immediate application of new knowledge.

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Encourage involvement: Include learners in planning, executing, and evaluating their instruction. Regularly collect and incorporate feedback to improve the learning experience.

Relevance is Crucial

Adults prioritize immediately applicable skills and knowledge

Irrelevant information is often dismissed

INS 23 Discuss the value of lesson plans and the downside of not preparing lesson plans.

Reference page(s) 13-14

Essential benefits:

Keeps instruction on time

Maintains focus on target content

Ensures relevant topics are covered

Lesson plans provide structure. They keep your material, media, and goals organized. The time and care invested in preparing for each lesson will influence the instructor's credibility with the audience.

Failure to prepare lesson plans is often the source of the failure of a class. Without the on-time, on-target, and on-topic structure of lesson plans, classes can easily go overtime, wander off subject, and fail to fulfill the objectives.

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The 14 Instructor Competencies

1. Analyze course material and learner information – Prepare well by familiarizing oneself with topics, PowerPoints, and teaching aids prior to conducting the lesson. Know the type of student that will be addressed.
2. Assure preparation of the instructional site – including restrooms, safety exits, equipment needs, available break areas, and any other instructional considerations.
3. Establish and maintain instructor credibility – remain professional in appearance, appropriate language, and learner needs.
4. Manage the learning environment—be cognizant of necessary breaks or attention span issues. Safety and security should also be considered.
5. Demonstrate effective communication skills – keep the discussion to the age appropriateness of learners and avoid acronyms and long explanations not relevant to the objective.
6. Demonstrate effective presentation skills, including the use of media, proper voice tone, avoidance of reading slides, and introduction of irrelevant information.
7. Demonstrate effective questioning skills—repeat the question for the audience, use “wait time,” and keep it relevant to the audience.
8. Respond appropriately to a learner’s need for clarification or feedback –avoid too much detail when not needed. Control the classroom of distractions.
9. Provide positive reinforcement and motivational incentives—praise and compliments go a long way toward creating a good learning environment.
10. Use instructional methods effectively. Be cognizant of one’s teaching and learning style. Avoid overusing a single method (e.g., chalk and talk).
11. Use media effectively – video, pictures, charts, and demonstrations add to the level of interest.
12. Evaluate learner performance – frequently check for understanding; provide proper environment for reinforcement of topics if needed.
13. Evaluate delivery of instruction – gain feedback of positives and areas for improvement.
14. Report evaluation information – complete summary forms and submit all required paperwork. Analyze course material and learner information.