

APPENDIX F

Instructor Candidate's Practice Teaching Workbook

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Instructor Candidate's Practice Teaching Workbook

Each instructor candidate will be expected to teach elements of the First Aid/CPR/AED program and successfully complete two practice teaching assignments. You should have received a copy of this workbook during the online session, at the beginning of the course along with your practice teaching assignments or with your letter. Use the information below to help you prepare for, conduct and evaluate your practice teaching assignments. This information will also assist you in providing feedback to your peers after their practice teaching assignments.

My Practice Teaching Assignments

Practice Teaching Assignment I: Lecture and Skill Practice
Practice Teaching Assignment II: Assessment Scenarios

The practice teaching assignments provide you with the opportunity to gain experience in:

- Conducting lessons from the instructor's manual.
- Giving directions.
- Completing course lesson discussions and activities within planned time frames.
- Managing and conducting skill practice and assessment scenarios within the First Aid/CPR/AED program.
- Coaching and prompting participants.
- Evaluating skill performance, determining participants' skill competency and providing positive and corrective feedback to help participants improve their skills.
- Ensuring the health and safety of participants during training.
- Receiving and incorporating feedback on your performance.

The steps of the practice teaching process are as follows:

- Each instructor candidate prepares for the assigned lesson topics.
- Each instructor candidate conducts their assigned topic following the appropriate lesson plan in the instructor's manual.
- The remaining instructor candidates act as course participants, closely following the directions of the instructor candidate teaching the lesson.
- At the conclusion of the practice teaching assignment, the instructor trainer will facilitate a feedback and evaluation session that includes a self-critique by the instructor candidate, peer feedback and additional feedback and comments from the instructor trainer.
- Instructor candidates will evaluate themselves based on the criteria for evaluation, such as organizational ability, knowledge of the subject matter, presentation and communication skills, observation and skill evaluation, and providing the appropriate corrective feedback.

Each practice teaching assignment will last about 10 minutes followed by 5 minutes of feedback and evaluation. For these assignments, you will be expected to:

- Set up the session with appropriate materials and supplies.
- Effectively and efficiently conduct the practice teaching assignment as directed in the instructor's manual.
- Use the appropriate program references as indicated.
- Prompt and coach "participants" as appropriate.
- Observe and evaluate participants' skills.
- Provide positive and corrective feedback on participants' skill performance.

Practice Teaching Assignments Topic List

Below is a list of potential topics for your practice teaching assignments. You can find more information about these topics in Lesson Plan B of the instructor's manual. You will be assigned one topic for each assignment during the in-person session.

Practice Teaching Assignment I: Lecture and Skill Practice

Lecture and Skill Practice	First Aid/CPR/AED Instructor's Manual—Lesson Plan B
Lecture: Introduction to the Course Skill Practice: Checking a Person Who Appears Unresponsive (optional)	Lecture: pp. 78–79 Skill Practice: pp. 82–83
Lecture: Health and Safety Precautions Skill Practice: Giving Chest Compressions to Adults	Lecture: pp. 79–80 Skill Practice: pp. 88–89
Lecture: Recognizing Cardiac Arrest Skill Practice: Giving Breaths to Adults (face shield option)	Lecture: p. 86 Skill Practice: pp. 89–90
Lecture: Components of High-Quality CPR Skill Practice: Giving Breaths to Adults (pocket mask option)	Lecture: p. 87 Skill Practice: pp. 89–90
Lecture: Giving CPR Skill Practice: Giving CPR Cycles to Adults	Lecture: pp. 87–88 Skill Practice: pp. 90–91
Lecture: Safe and Effective Use of AEDs Skill Practice: Using an AED for Adults	Lecture: pp. 91–92 Skill Practice: pp. 92–93
Lecture: Pediatric Cardiac Arrest Skill Practice: Giving CPR Cycles to Children (face shield option)	Lecture: p. 96 Skill Practice: pp. 98–99
Lecture: Giving CPR to Children—High-Quality CPR for Children and Giving Chest Compression Differences Skill Practice: Giving CPR Cycles to Children (pocket mask option)	Lecture: p. 97 Skill Practice: pp. 98–99
Lecture: Giving CPR to Children—Giving Breaths Differences and Giving CPR Cycles Skill Practice: Giving CPR Cycles to Infants (face shield option)	Lecture: pp. 97–98 Skill Practice: pp. 99–101
Lecture: Giving CPR to Infants Skill Practice: Giving CPR Cycles to Infants (pocket mask option)	Lecture: p. 99 Skill Practice: pp. 99–101
Lecture: Sudden Illness—Sudden Illness and High Fever in Young Children and Infants Skill Practice: Using an AED for Children and Infants (optional)	Lecture: pp. 116–117 Skill Practice: pp. 101–103
Lecture: Recognizing Choking Skill Practice: Giving Back Blows and Abdominal Thrusts to Adults and Children	Lecture: p. 108 Skill Practice: pp. 109–110
Lecture: Sudden Illness—Vomiting, Diarrhea and Dehydration in Young Children and Infants Skill Practice: Giving Back Blows and Chest Thrusts to Infants	Lecture: p. 117 Skill Practice: p. 111
Lecture: Recognizing Life-Threatening Bleeding and Caring for Life-Threatening Bleeding Skill Practice: Using Direct Pressure to Control Life-Threatening Bleeding	Lecture: p. 122 Skill Practice: p. 123

Practice Teaching Assignment II: Assessment Scenarios

Assessment Scenarios	First Aid/CPR/AED Instructor's Manual—Lesson Plan B
Assessment Scenario: Giving CPR and Using an AED for Adults	Pages 93–94
Assessment Scenario: Giving CPR and Using an AED for Children (optional)	Pages 103–104
Assessment Scenario: Giving CPR and Using an AED for Infants	Pages 105–106
Assessment Scenario: Caring for a Choking Adult or Child	Pages 112–113
Assessment Scenario: Caring for a Choking Infant	Page 113
Assessment Scenario: Caring for a Person Experiencing a Sudden Illness (optional)	Page 120
Assessment Scenario: Caring for Life-Threatening Bleeding	Page 124

Practice Teaching Assignment Preparation Worksheet

During your practice teaching assignments, you should follow the lessons plans in the instructor's manual for your assigned teaching topic. Use this worksheet to assist you in preparing to teach your assignments and answer participants' questions. The worksheet will help you review your assigned topics and organize the resources you will use when teaching the topics.

- Be sure you know how to use the course presentations or audiovisual equipment to run the DVD or videos. If a video is included as part of your practice teaching assignment, keep in mind that you may skip playing the video. However, when teaching an actual class, videos must be played in their entirety.
- When teaching, ensure participants use the appropriate supporting materials as directed in the instructor's manual. Your instructor trainer will provide copies of any handouts participants will need.

Practice Teaching Assignment I: Lecture and Skill Practice

Assigned Topic: _____

Length: _____ minutes **Number of Participants:** _____

Lesson Objectives	What are the participants supposed to learn from this lesson? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Course Activities in Lesson	What course activities are used in this lesson? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ Review the section, Program Activities, in Chapter 1 of <i>First Aid/CPR/AED Instructor's Manual</i> .
Key Points, Phrases or Cue Words (e.g., minimize interruptions in chest compressions for CPR)	What key concepts do you need to emphasize to participants? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Class Organization	How will you organize participants? How will participants follow along with the lesson? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Potential Questions from Participants	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Instructor Resources	Instructor's Manual <input type="checkbox"/> Lesson _____ <input type="checkbox"/> Page(s) _____
	Instructor Support Materials <input type="checkbox"/> Skill Practice Sheets _____ <input type="checkbox"/> Assessment Scenario Tool _____ <input type="checkbox"/> Other _____
	Course Presentation: _____ <input type="checkbox"/> Course Presentation Slide(s) _____
	Video(s): <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ Total Length: _____ minutes Key points covered by the video(s): <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Participant Resources	Participant's Manual <input type="checkbox"/> Part and Chapter _____ <input type="checkbox"/> Page(s) _____

(Continued)

	<p>Participant Support Materials</p> <p><input type="checkbox"/> Skill Practice Sheets _____</p> <p><input type="checkbox"/> Assessment Scenario Flowcharts _____</p> <p><input type="checkbox"/> Other _____</p>
Materials, Equipment and Supplies	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>

Practice Teaching Assignment II: Assessment Scenarios

Assigned Topic: _____

Length: _____ minutes **Number of Participants:** _____

Lesson Objectives	<p>What are the participants supposed to learn from this lesson?</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
Course Activities in Lesson	<p>What course activities are used in this lesson?</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p>Review the section, Program Activities, in Chapter 1 of <i>First Aid/CPR/AED Instructor's Manual</i>.</p>
Key Points, Phrases or Cue Words (e.g., minimize interruptions in chest compressions for CPR)	<p>What key concepts do you need to emphasize to participants?</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
Class Organization	<p>How will you organize participants?</p> <p>How will participants follow along with the lesson?</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>

Potential Questions from Participants	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Instructor Resources	Instructor's Manual <input type="checkbox"/> Lesson Plan _____ <input type="checkbox"/> Topic _____ <input type="checkbox"/> Page(s) _____
	Instructor Support Materials <input type="checkbox"/> Skill Practice Sheets _____ <input type="checkbox"/> Assessment Scenario Tool _____ <input type="checkbox"/> Other _____
	Course Presentation: _____ <input type="checkbox"/> Course Presentation Slide(s) _____
	Video(s): <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ Total Length: _____ minutes Key points covered by the video(s): <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Participant Resources	Participant's Manual <input type="checkbox"/> Part and Chapter _____ <input type="checkbox"/> Page(s) _____

(Continued)

	<p>Participant Support Materials</p> <p><input type="checkbox"/> Skill Practice Sheet _____</p> <p><input type="checkbox"/> Assessment Scenario Flowchart _____</p> <p><input type="checkbox"/> Other _____</p>
<p>Materials, Equipment and Supplies</p>	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>

Feedback and Evaluation Session

Feedback and evaluation allow the group to reflect upon the skill practices and assessment scenarios, learn from what was done well and identify opportunities for improvement. The following guidelines and form provide a framework for giving and receiving feedback on practice teaching assignments. You will be giving and receiving feedback on other candidates' assignments as well as your own.

Effectively giving and receiving appropriate feedback can be learned, with practice. The feedback that you receive from other instructor candidates will help you to develop new and improved teaching skills and become a better instructor. Giving feedback makes you more aware of your own and others' teaching styles.

You will have an opportunity to assess your own teaching skills. When receiving feedback, listen carefully. If you do not understand the point being made, ask the person to explain more specifically.

The feedback and evaluation session will begin with the instructor trainer asking you to give a brief assessment of your performance teaching the lesson. Review the Practice Teaching Self-Evaluation Form to help prepare you to assess your own teaching performance. Other candidates will give their feedback and then the instructor trainer will give feedback and summarize the main points.

The Practice Teaching Feedback and Evaluation Form will be used by the instructor trainer to assess your teaching performance. Use the criteria on the form as a guide for giving feedback to your peers.

When giving feedback on your own or another candidate's teaching session, focus on:

- Aspects of the presentation that went well.
- Aspects that could be improved, with an example of how to make it better.
- Considerations for situations that instructors may encounter when teaching courses in the future, such as larger or smaller classes, different types of equipment such as manikins or AED training units, or participants with physical challenges.

Remember that useful feedback:

- Is evaluative rather than negative or judgmental.
- Reinforces positive aspects of the practice teaching assignment.
- Focuses on helping the candidates improve teaching skills.
- Provides direction for alternate options of delivery or practice.
- Is specific and concise.
- Is well timed.
- Ensures critical points are covered.

Practice Teaching Self-Evaluation Form

Criteria	Yes/No	Comments	Changes for Next Time
Did I follow the lesson plan?			
Did I play the correct videos and stick to the lecture points in the lesson plan?			
Was my delivery organized and clear?			
Were the participants engaged and participating?			
Were participants able to answer any questions I asked of the class?			
Did participants have sufficient time to practice the skill, complete the scenario or participate in an activity?			
Did I organize and efficiently conduct the skill practice, scenario or activity?			
Did I facilitate peer-to-peer feedback and learning opportunities?			
Were the participants able to follow along with the lesson?			
Was I able to observe and evaluate the actions/skills of the participants?			
Did I give the appropriate corrective feedback?			
Were there things that did not go as planned?			
If things did not go as planned, did I adjust well and meet the objectives?			

Overall Assessment	
What things do I need to consider when planning and conducting lessons in the future?	
What questions do I have as a new instructor about this lesson, the content or instructor materials?	

Practice Teaching Feedback and Evaluation Form

Criteria	Comments		
	Yes/No	Not Observed	Comments
Instructor Candidate Presentation			
Was well prepared and followed the lesson plan			
Played the correct videos and stuck to the lecture points in the lesson plan			
Was organized and clear in delivery			
Used appropriate terminology and language			
Gauged participants' attention, participation and understanding; participants actively participated in class activities and discussions			
Used the appropriate materials, equipment, supplies and teaching aids—videos, course presentations, visual aids, Skill Practice Sheets, Assessment Scenario Flowcharts and Assessment Scenario Tools			
Conducted any class activities efficiently and effectively			
Managed time well; completed assigned presentation on time allowing adequate time for content delivery, activities and/or skill practice			
Knowledge	Yes/No	Not Observed	Comments
Demonstrated knowledge of subject matter, clearly explaining concepts			
Clarified areas of confusion and corrected errors suggested by participants			
Answered questions correctly and adequately			
Demonstrated skills correctly			
Skill Practice/Assessment Scenarios and Critical Eye	Yes/No	Not Observed	Comments
Arranged participants so that all could see and hear			
Gave clear instructions and started practice efficiently			
Provided or facilitated coaching or prompting as directed in the instructions			
Facilitated peer-to-peer feedback and learning opportunities			

Presentation	Yes/No	Not Observed	Comments
Recognized correct performance per the Skill Practice Sheet and Assessment Scenario Tool; provided positive reinforcement			
Recognized participant errors			
Provided specific corrective feedback for correcting errors and evaluated for improvement after feedback			
Professionalism	Yes/No	Not Observed	Comments
Receptive to feedback			
Incorporated prior feedback to improve			
Maintained a positive and approachable demeanor			
Demonstrated respect of others			

Overall Assessment	
Strengths:	
Areas for Improvement:	
Future Considerations:	