

**2015 NIC
Learning and Performance
Symposium**

**Innovations in
Training and
Learning Delivery**

PROCEEDINGS

September 2 - 4, 2015



15A6001





NATIONAL INSTITUTE OF CORRECTIONS MISSION

The National Institute of Corrections is a center of learning, innovation and leadership that shapes and advances effective correctional practice and public policy. NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

About this Proceedings Document

NATIONAL INSTITUTE OF CORRECTIONS MISSION

This Proceedings Document reflects all the key content and activities of the two-and-a-half day 2015 NIC Learning and Performance Symposium attended by 138 corrections professionals from all disciplines including prisons, jails, community corrections and juvenile justice.

Content in this document follows the 2.5 day agenda sequentially, including:

- Key content from all symposium presentations,
- Activities, including participant feedback and output ,
- Breakout session report outs from each discipline group,
- Activity worksheets,
- Handouts related to presentations and activities,
- Photographs of symposium activities.

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NIC CONTACT INFORMATION

Washington DC

320 First Street NW
Washington, DC 20534
Telephone: 202-307-3106
Toll-free: 800-995-6423
Fax: 202-307-3361

Jim Cosby
Director

Robert M. Brown, Jr.
Deputy Director

BeLinda P. Watson
Chief, Prisons Division
Chief, Jails Division

Harry Fenstermaker
Chief, Financial Management Division

Aurora, CO

National Corrections Academy
NIC Academy Division
11900 E. Cornell Avenue, Unit C
Aurora, CO 80014
Telephone: 303-338-6500
Toll-free: 800-995-6429
Fax: 303-338-6601

Jeff Hadnot
Chief, Academy Division

NIC Information Center
11900 E. Cornell Avenue, Unit C
Aurora, CO 80014

Telephone: 303-365-4424
Toll-free: 800-877-1461
Fax: 303-338-6635
Help Desk: www.nicic.gov/HelpDesk

SYMPOSIUM OVERVIEW

2015 NIC Learning and Performance Symposium: Innovations in Training and Learning Delivery

**September 2 - 4, 2015
National Corrections Academy (NCA), Aurora, Colorado**

NIC's 2015 Learning and Performance Symposium activities focused on the single most important need identified by participants of the inaugural 2104 Learning and Performance Symposium - Forty Forward. During the needs assessment process of NIC's first learning and performance symposium, practitioners said their single most important need is for innovations in training and learning delivery.

2015 Symposium activities focused on innovations in training and learning delivery included:

- Presentations by corrections professionals representing various agencies on ways they are implementing innovations in learning and training delivery;
- Breakout session in discipline specific groupings (prisons, jails, juvenile justice and community corrections) to discuss innovations, barriers, resources and potential solutions related to improving learning and training delivery;
- Opportunities for professionals from local, state and federal corrections agencies in all disciplines to network and share ideas and resources related to innovations they are trying out or implementing within their agencies;
- Presentations focused on research-based strategies followed by discussions focused on different approaches to implementation.

SYMPOSIUM PRESENTATION TEAM



Amanda Hall is a Correctional Program Specialist for the National Institute of Corrections' Academy. She is an active team member of NIC's Learning and Performance Initiative and the Leadership Development Initiative. She has been employed in the corrections discipline since 1999. Her prior corrections experience includes 12 years with the Indiana Department of Correction, most recently as the Director of Case Management for Adult Institutions. Amanda has worked in both juvenile and adult corrections and her field experience includes positions as program coordinator, program director, case manager, training director and parole agent. Amanda is also a Veteran of the United States Navy.



Joseph Hose is a Correctional Program Specialist with the National Institute of Corrections. Prior to joining NIC, Joseph was in the Education Services Department of the Federal Bureau of Prisons, first as a teacher at FCC Butner, North Carolina and then as Supervisor of Education at FCI McKean located in Lewis Run, Pennsylvania. At NIC, Joseph supports the Learning and Performance, Thinking for a Change and Performance Coaching initiatives and programs. Joseph holds a Bachelor of Science Degree in Biology from Idaho State University and a Masters Degree in Education from the University of Phoenix. He is a certified PeopleMap trainer and Life Coach through the Institute for Life Coach Training.



Bernadean (Bernie) Iszler is a Correctional Program Specialist with the National Institute of Corrections. Iszler Began her career in corrections in 1999 as a probation officer for the Tippecanoe County Probation Department in Lafayette, IN. In 2006, she became Director of Training for the Community Corrections Division of the Indiana Department of Correction. Iszler's work at NIC includes the Learning and Performance Initiative and Core Correctional Interventions (cognitive- behavioral.) In FY2013 Iszler was Project Manager for the inaugural NIC Virtual Conference "Cuff Key to Door Key: A Systems Approach to Reentry." For FY2016, Iszler will again be leading the Academy Division's Virtual Conference and Learning and Performance Symposium.



Leslie LeMaster is a Correctional Program Specialist with the National Institute of Corrections. Prior to joining NIC, Leslie was with the North Carolina Divison of Youth Services (DYS), now the North Carolina Department of Juvenile Justice and Delinquency Prevention. At NIC, Leslie has managed the agency's interagency agreement with the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and is the Academy Division's Technical Assistance Manager. She also leads, develops and evaluates senior level and executive leadership / management programs open to all adult corrections professionals at the federal, state and local levels. Leslie is a member of NIC's Learning and Performance Initiative team and also serves as the Executive Producer of NIC's live training broadcasts.

SYMPOSIUM AGENDA

Wednesday, September 2, 2015

Symposium Overview, Leslie LeMaster

Welcome

Introductions

Symposium Overview

Symposium Introductory Activities

Presentation: Strategic Thinking/Problem Solving Training Delivery, Amanda Hall

Strategic Thinking and Problem Solving Activities

Breakout Session: Innovations, Barriers, Resources and Solutions

Facilitated Breakout Session by Correctional Discipline Groups

Closing Activity - Individual Identification of Training Goal for FY2016

Thursday, September 3, 2015

Presentation: NIC Learning Delivery Innovations, Leslie LeMaster

Overview NIC Learning and Performance Courses

Presentations: From the Field - Innovations in Training and Learning Delivery

13 presentations from the field

Presentation: Training Truths - Engagement and Practice, Bernie Iszler and Joseph Hose

Research on effective practices in learning and training delivery

Activity: The Value of Practice

Participants engage in a simple activity.

Guided Practice: Strategies Application

Participants determine what concepts and ideas from the Symposium they would like to implement.

Activity: Hunting for the Good Stuff

Exploring the book ***Evidence-Based Training Methods*** by Ruth Colvin Clark

Friday, September 4, 2015

Activity: What If?

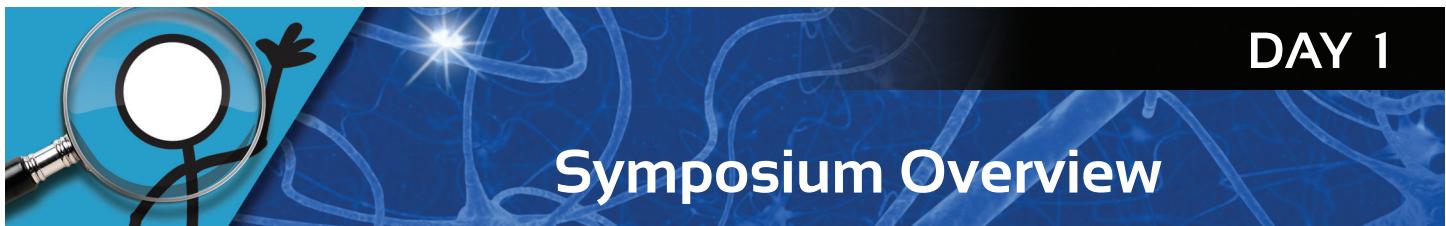
Table groups select and discuss training "what if" scenarios.

Activity: Lead the Charge! Carry the Flag!

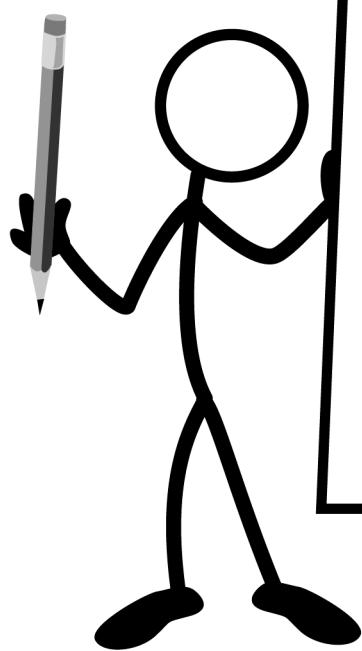
For their agency, participants design a learning and performance flag and motto.

Activity: Town Hall Discussion

Participants discuss most significant take-aways from the 2015 Symposium.

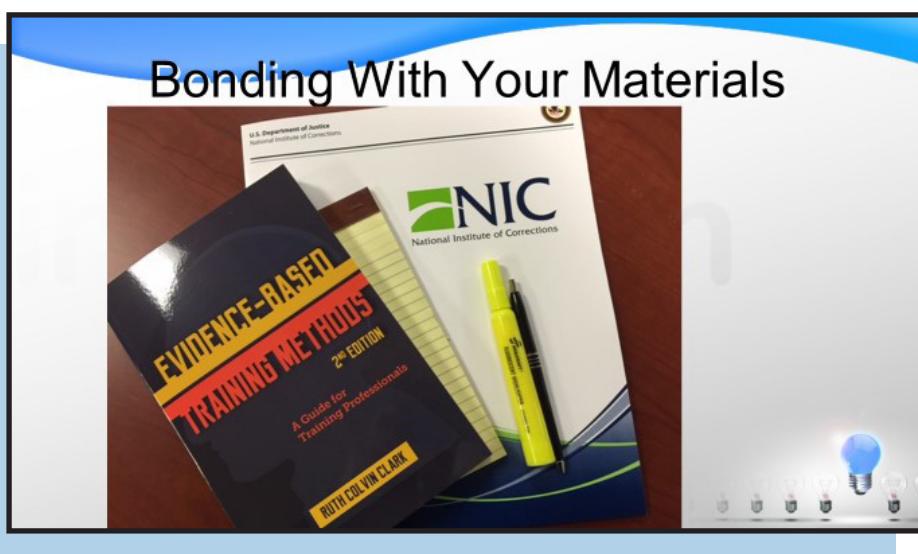


PRESENTER:
Leslie LeMaster



2015 L & P Symposium Focus

- Innovations in Training and Learning Delivery - Top need identified in 2014 symposium
- Strategic implementation of innovative training and learning delivery
- Showcase new NIC L&P curricula
- Networking with other L&P professionals
- Sharing ideas and resources

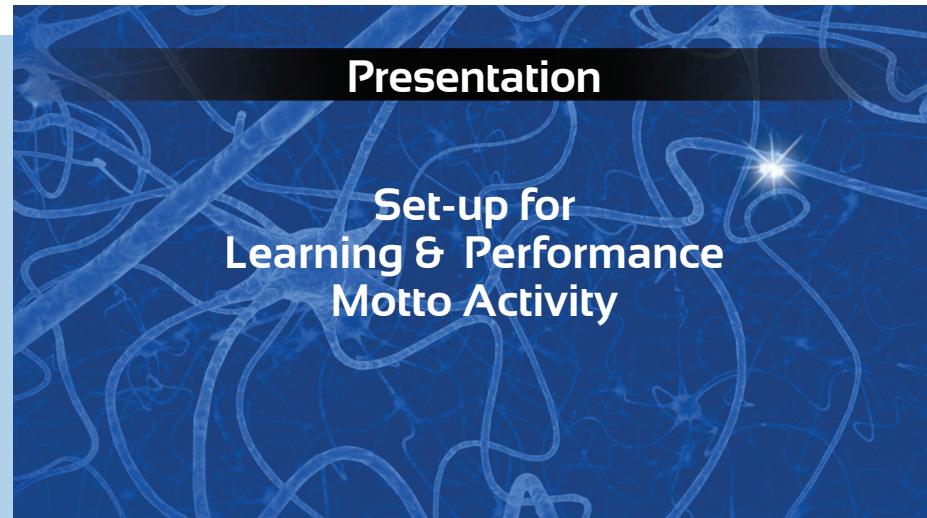


Symposium Materials:

-Evidence-Based Training Methods - A Training Guide for Professionals, 2nd Edition, Ruth Colvin Clark

-Learning and Performance White Paper, A Vision for the 21st Century, Amanda Hall.

<http://static.nicic.gov/Library/026506.pdf>



Why Have a Learning and Performance Motto?

- Inspiration*
- Focus*
- Mission Defined*

Power of a Motto

Creating a motto can provide focus for personal efforts toward improving outcomes in learning and performance.

A motto is a formal statement of intention.

What's In a Motto?

"A maxim, or phrase meant to formally summarize the motivation or intention of an individual, family, or organization."

Power of a Motto

A motto is a formal statement of intention.



Famous Mottos . . .

Winners never quit and quitters never win!

- Vince Lombardi

Be all you can be.

- United States Army motto

JUST DO IT.

Live Free or Die.

- New Hampshire state motto

We must become the change we wish to see in the world.

- Mohandas (Mahatma) Gandhi

Give me liberty or give me death.

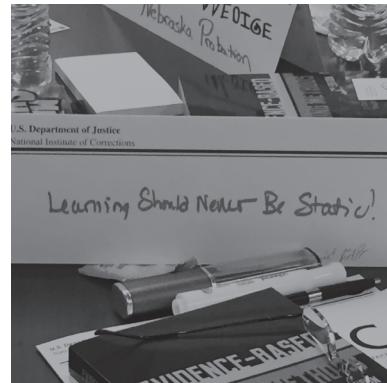
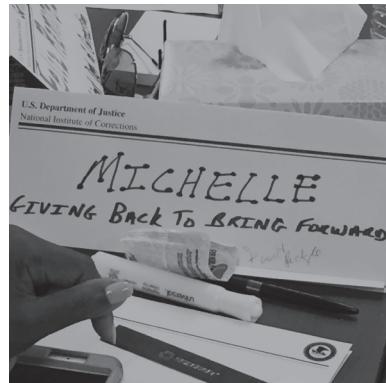
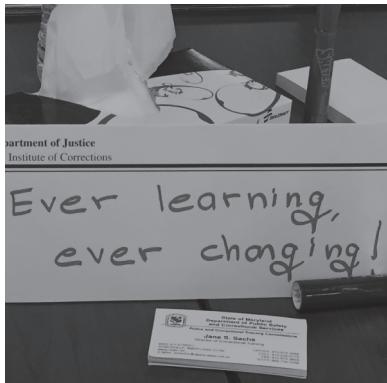
- Patrick Henry

Famous Mottos

Memorable and effective mottos can provide inspiration for personal mottos.

Effective mottos are short, concise and memorable.





PURPOSE

Participants wrote a personal motto that is a statement of formal intention for them as professionals regarding learning and performance efforts within their organizations. Participants got acquainted with other symposium attendees by sharing personal mottos.

PROCEDURE

Participants designed name tents featuring their personal mottos and a colored dot label representing their corrections discipline (prisons-red, jails-yellow, juvenile justice-blue and community corrections-green). Participants then roamed the room sharing their mottos with other symposium attendees and collecting autographs from their peers on their name tents. At the end of the exchange, participants formed mixed-discipline (mixed dot) table groups.

Participant Motto Examples

"Listen, Evaluate. Disseminate"

"Learn it. Love it. Live it."

"Live to Learn. Learn to Live."

"There is learning in every experience."

"Listen, Evaluate, Disseminate."

"One person can change the world."

"Training saves lives!"



ACTIVITY

Discussion: 3 Questions

PURPOSE

Participants identified what they hoped to get out of the symposium by answering three questions:

1. What are you looking for?
2. Why are you attending the Symposium?
3. What will you do to get what you want?

PROCEDURE

In mixed discipline table groups, participants shared their responses to the three questions. Following discussions, table groups reported out to the large group.

Participant Responses

"We need to learn more about how to use technology to address training issues, including more advanced skill building beyond regulatory requirements."

"More focus on quality assurance - how to make sure what you do in training is sustained in the field. What would that look like and what is the best way to accomplish that?"

"We plan to look at the strategies of blended learning and discover how we can do things differently and more effectively, rather than in a routine fashion."

"We are hoping to get more information on a curriculum related to designing training. We will be doing some training of trainers and do not want to teach them the old ways."

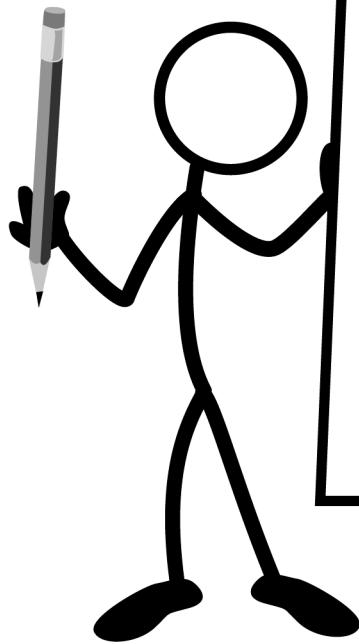
"The primary reason we are here is that we live in our own silos, and you don't know what you don't know until you get into a national forum like this and you hear how other people are doing things."



PRESENTATION

Strategic Thinking / Problem-Solving Training Delivery

PRESENTER:
Amanda Hall



Strategic Approach to Innovations

- How do we look at what we are doing in L&P in a different way?
- How do we approach implementation strategically?

Why Present Strategic Thinking?



Why Strategic Thinking?

Strategic thinking involves getting beyond prior thought patterns to think differently about a problem in order to identify innovative solutions.

When leaders rely on thinking that has brought them success in the past, the less success they have in the future.

Familiarity with an issue limits one's ability to identify possible solutions.

Prior thought patterns lead to assumptions that limit abilities to think differently about a problem.

What is Strategic Thinking?



What is Strategic Thinking?

-Strategic thinking is the ability to recognize the relationships, complexities and implications of given situations to anticipate possibilities and plan what to do.

-The art of strategic thinking includes the capacity to see what might be, combined with the understanding of how to make it happen in the day-to-day reality of an organization.

Strategic thinking is a goal driven process. that involves:

- knowing what the problem is,
- anticipating roadblocks along the way and
- moving the process along - not management by "groping around."

Strategic Thinkers



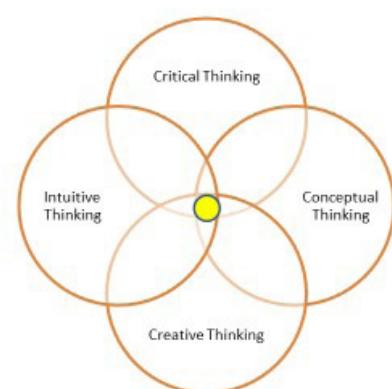
Strategic Thinkers

-Seek perspectives from multiple sources - your peers around the room.

-Think beyond today's reality and look at tomorrow's possibilities.

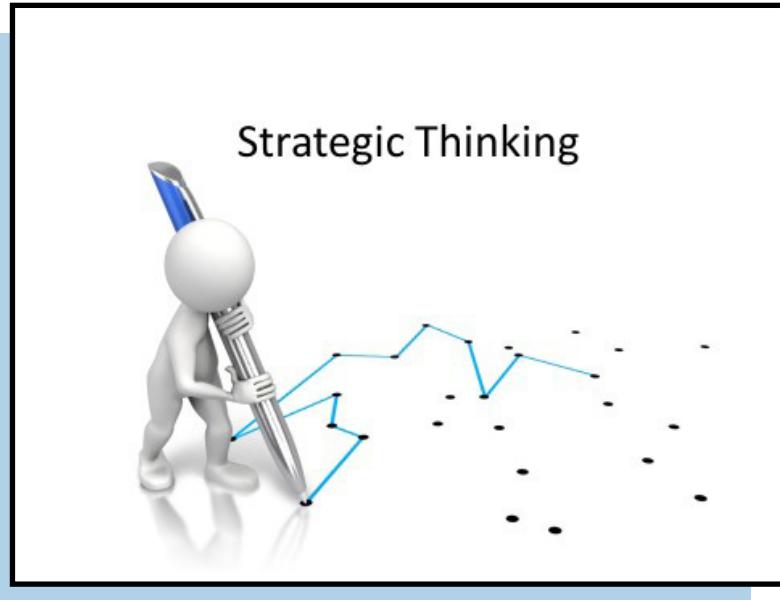
-Question both the familiar and the new. Take a hard look at some of those "sacred training cows" and decide if it might be time to put them out to pasture.

Strategic Thinking = 4 Types of Thinking



Strategic thinking requires a cycle or process of four types of thinking which are often interdependent.

- 1.Critical thinking: the ability to judge or evaluate carefully;
- 2.Conceptual thinking: the ability to generalize an abstract idea from particular instances;
- 3.Creative thinking: the ability to make, invent or produce rather than to simple imitate;
- 4.Intuitive thinking: the ability to incorporate experience and knowledge into the entire process.



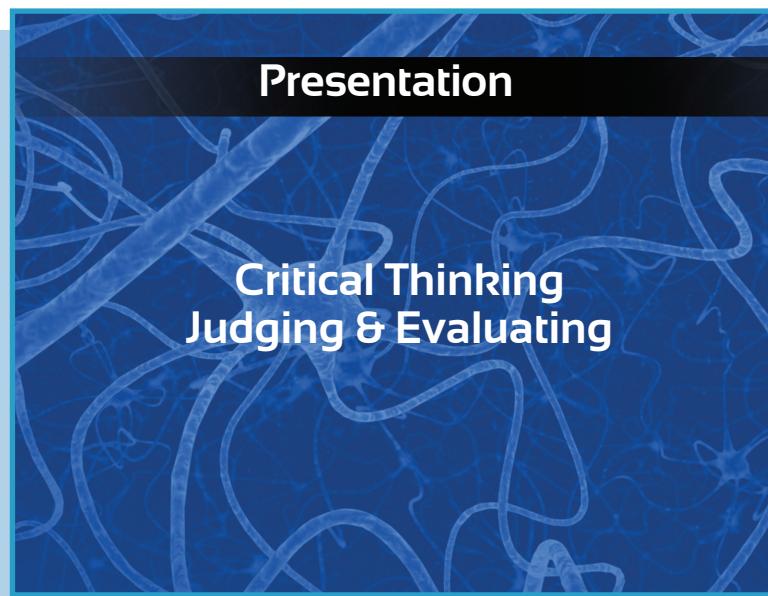
A connect-the-dots activity illustrates how the four types of thinking play out.

Critical thinking: "Why do we need dots and should they be connected?"

Conceptual thinking: "What is the meaning of the dots and how can they best be connected?"

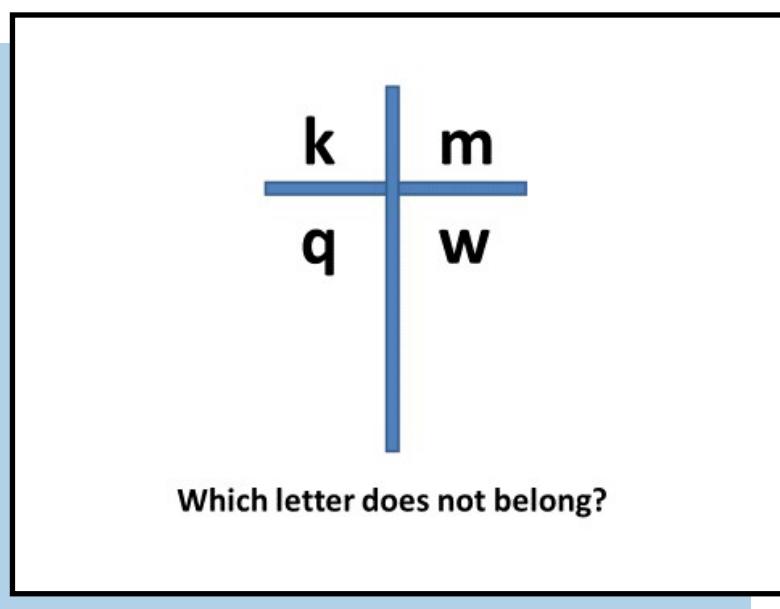
Creative thinking: "What should the dots look like and how many different ways can they be arranged?"

Intuitive thinking: "My gut tells me the dots should be connected like this."



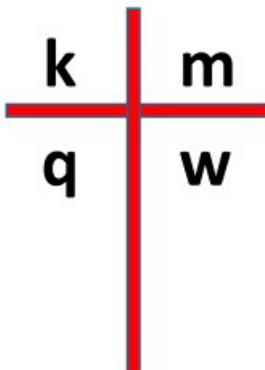
Critical thinking is the mental process of objectively analyzing a situation by:

- gathering information from sources,
- evaluating tangible and intangible aspects,
- evaluating the implications of any course of action.



Critical Thinking Practice

Look at the graphic at the left and use critical thinking skills to determine which letter does not belong with the others.



Which letter does not belong?

Answer: The Letter T

Critical Thinking Practice

ANSWER: The letter T.

Common Critical Thinking Tools

-Force Field Analysis

-Stakeholder Mapping

-SWOT Analysis

(strengths, weaknesses, opportunities and threats)

Next activity will be a Force Field Analysis.



Example: Force Field Analysis

Example Force Field Analysis - Life Expectancy of Correctional Officers

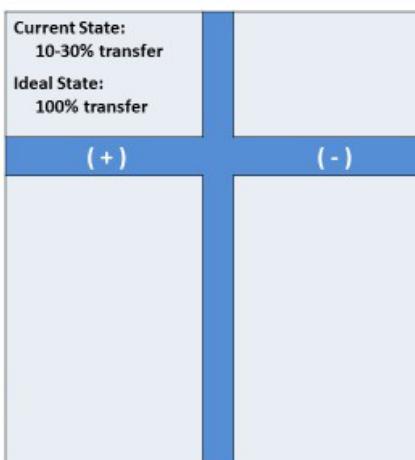
Upper Left Box - Current State vs Ideal State

-Current life expectancy is 59 years.

-Ideal life expectancy is 71 years.

Left side of T : Driving Forces - Everything that will help achieve ideal state

Right side of T: Restraining Forces - Everything that could prevent achieving ideal state



Force Field Analysis – Transfer of Training

Activity: Force Field Analysis - Transfer of Training to the Workplace

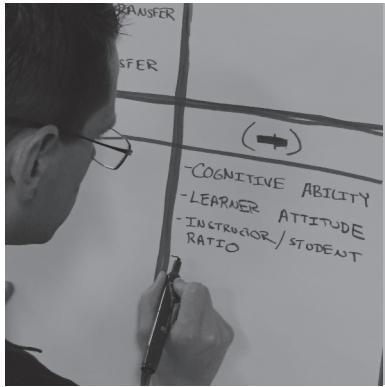
Upper Left Box - Current State vs Ideal State

-Current state 10 - 30% transfer of training

-Ideal State - 100% transfer of training

Left side of T : Driving Forces - Everything that will help achieve 100% transfer of training

Right side of T: Restraining Forces - Everything that could prevent achieving 100% transfer of training



PURPOSE

Participants used the critical thinking tool - Force Field Analysis - to evaluate ways to improve transfer of training to on-the-job performance from the current state of 10-30% transfer to an ideal state of 100% transfer of training.

PROCEDURE

- Using chart paper, participants created a Force Field Analysis T-Chart.
- In the upper left corner of the T-chart, participants listed both the current state of 10-30% transfer of training and the ideal state of 100% transfer of training.
- On the left side of the chart, participants listed driving forces that will help them achieve 100% transfer of training.
- On the right side of the chart, participants listed restraining forces which may hinder achieving 100% transfer of training.
- Following table group discussions and charting, small groups reported out to the large group.



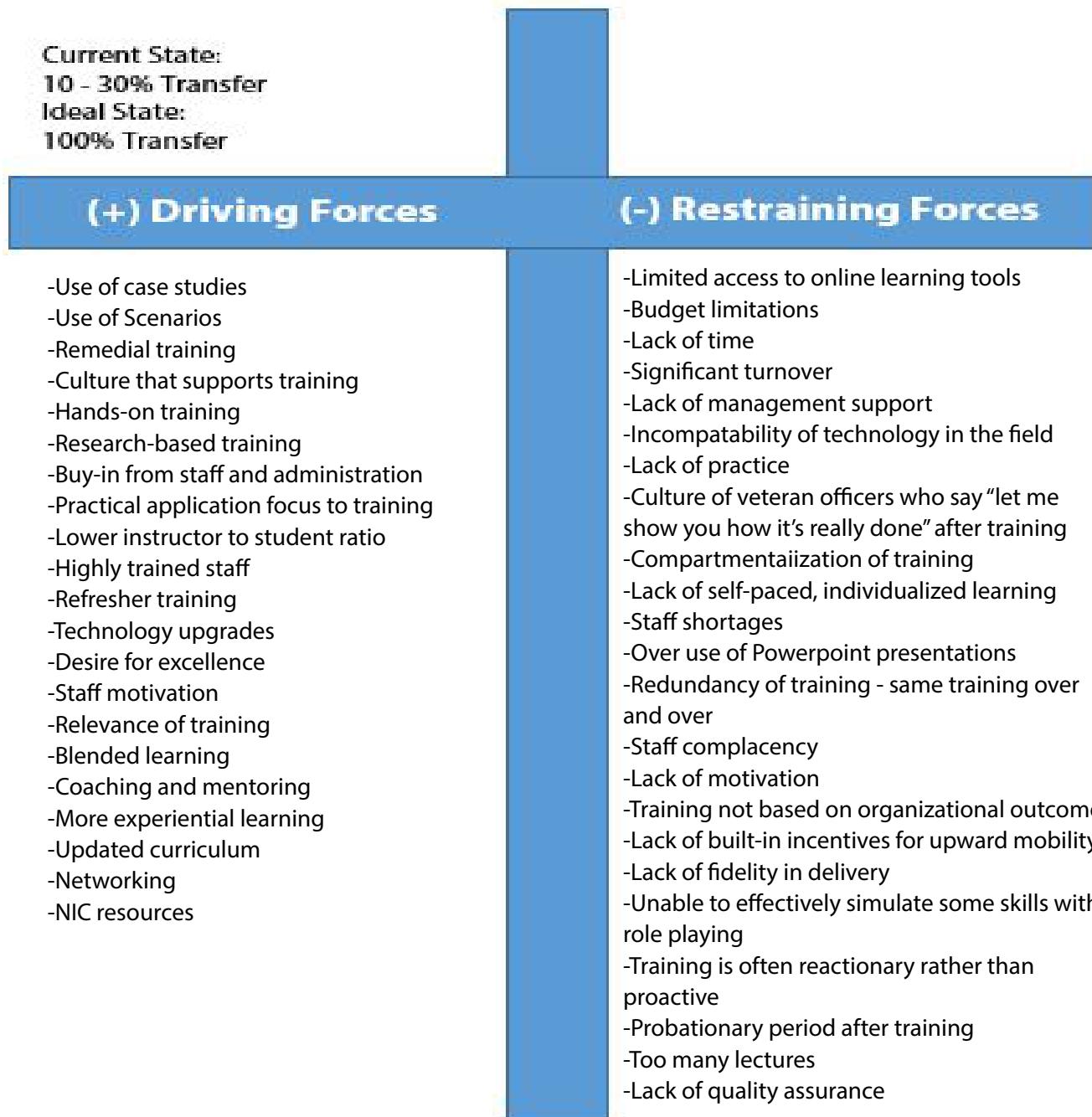
ACTIVITY

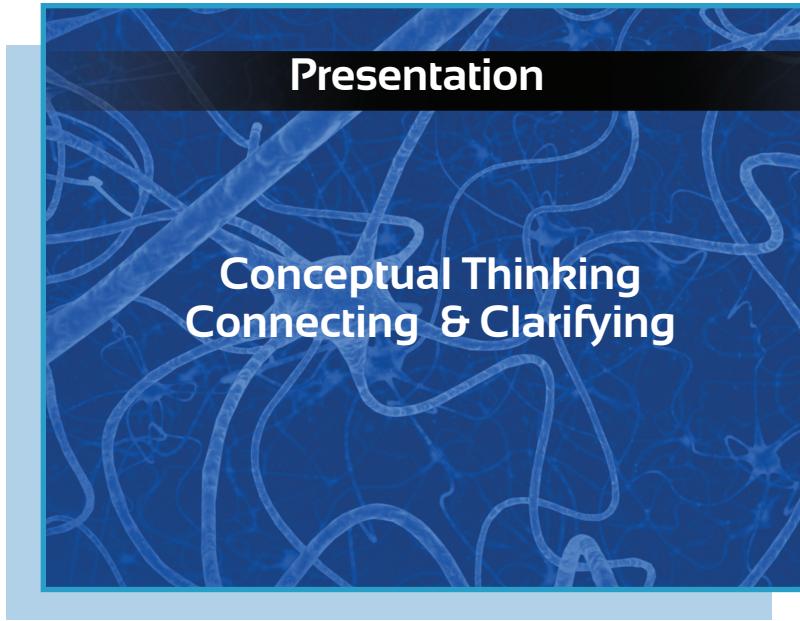
Force Field Analysis of Training Transfer Driving Forces vs. Restraining Forces

DEBRIEF

The following chart reflects collective input from all table groups. No single group listed more than 8 items on each side of the chart. As a large group, the list was more comprehensive.

TAKE AWAY: Comprehensive data analysis requires comprehensive data gathering.





Conceptual Thinking

Conceptual thinking is the ability to find connections or patterns between abstract ideas and piece them together to form a complete picture.

Some common conceptual thinking tools include:

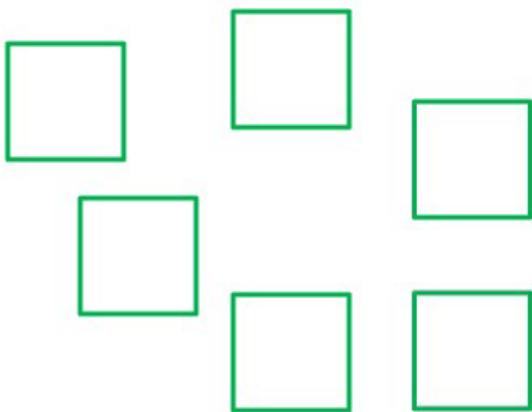
- Conceptual mapping
- Mind Maps
- Inter-relational diagrams

The inter-relational diagram shows relationships between elements of an issue.

It also identifies potential causes or "drivers" of a problem and indicates likely outcomes.

This process may not always identify root causes, but it can provide direction and indicate where groups might want to focus their energy and/or resources to address an issue.

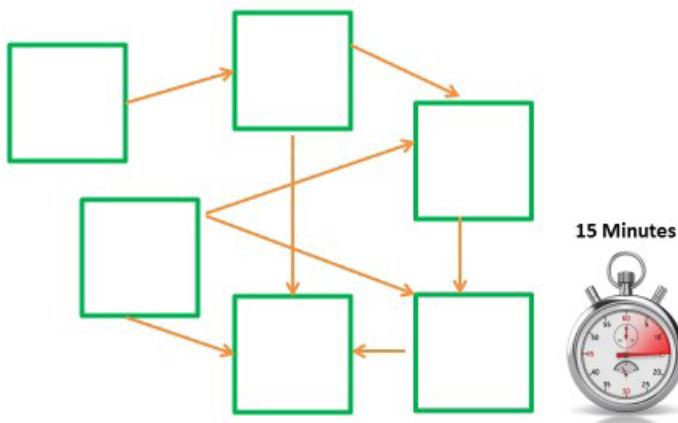
Why does only 10-30% of training transfer to the job?



Creating an Inter-relational Diagram

Participants review their Force Field Analysis charts and list each of the restraining forces they identified in its own box as they begin creating their Inter-relational Diagram.

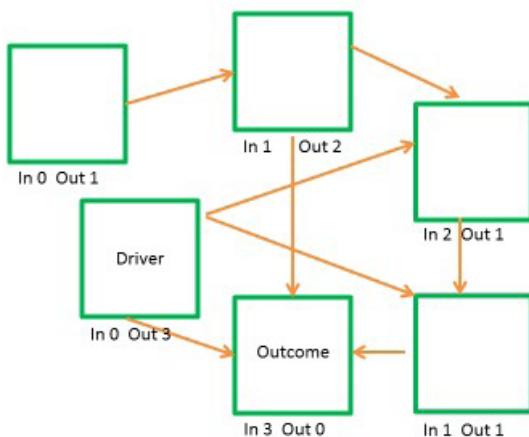
Why does only 10-30% of training transfer to the job?



Once all the restraining forces are listed in individual boxes, participants compared and discussed each element's relationship to the others.

"Influence arrows" are drawn to connect related elements. Arrows are one directional, going from the element that influences (cause) to the element that is being influenced. If two elements influence each other, the arrow is drawn to reflect the stronger influence.

Why does only 10-30% of training transfer to the job?



After all "influence arrows" are drawn, participants count the number of arrows for each element.

The elements with the most outgoing arrows may be identified as root causes or drivers. The elements with the most incoming arrows may be identified as key outcomes or results.



ACTIVITY

Conceptual Thinking: Build an Inter-Relational Diagram



PURPOSE

Using conceptual thinking, participants created an Inter-relational Diagram which will help identify “drivers” or primary sources of influence that impede effective transfer of training to the workplace. Identifying “drivers” highlights the areas learning professionals should focus on for improving learning and performance.

PROCEDURE

-Participants reviewed their Force Field Analysis charts from the previous activity and listed each of the restraining forces they identified in its own box as they began creating an Inter-relational Diagram.

-Once the restraining forces were listed in individual boxes, participants compared and discussed each element’s relationship to the others.

-“Influence arrows” were drawn to connect related elements. Arrows are one-directional, going from the element that influences (cause) to the element that is being influenced. If two elements influence each other, the arrow is drawn to reflect the stronger influence.

-After all “influence arrows” were drawn, participants count the number of arrows for each element.

-The elements with the most outgoing arrows are identified as potential root causes or drivers. The elements with the most incoming arrows are identified as potential outcomes or results. The identified drivers are the elements that should be focused on for improving learning and performance outcomes.



ACTIVITY

Conceptual Thinking: Build an Inter-Relational Diagram

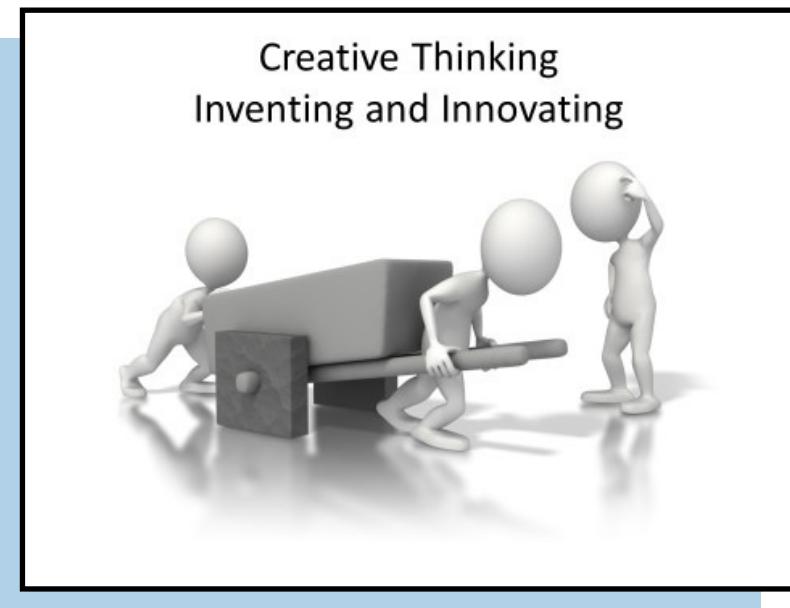
DEBRIEF

Once individual table groups counted “influence arrows” and determined drivers and key outcomes, small groups shared their results with the large group and looked for similarities and differences in identified drivers listed by each group.

FEEDBACK

The following list reflects common drivers identified by numerous table groups.





Creative Thinking

Creative thinking is generating new ways of approaching issues to create possibilities and opportunities.

Creative thinking assumes experimentation.

Creative Thinking - Common Tools

- Change sides - Defend the opposite viewpoint.
- Play Games - Practice brain games that increase mental flexibility.
- Brainstorm - True brainstorms can generate novel solutions and/or strategic directions. Unfortunately, they are often conducted improperly and end with poor results.

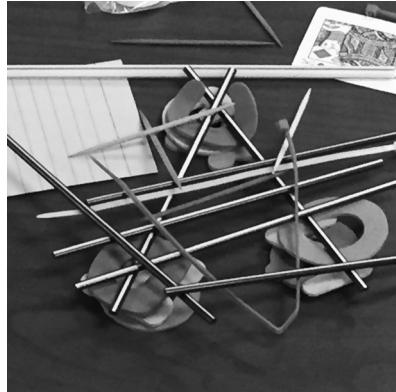
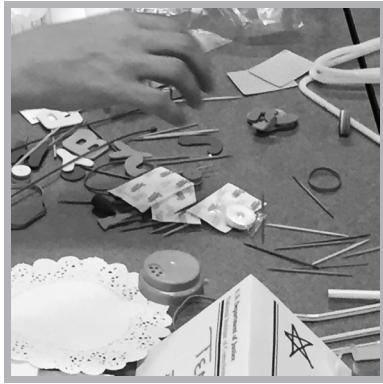
Creative Thinking Practice

Using the contents of a brown paper bag, participants use creative thinking to build a innovative training tool that they will "sell" to the large group.



ACTIVITY

Creative Thinking: Inventing and Innovating Build and "Sell" an Innovative Training Tool



PURPOSE

Using the contents of a brown paper bag, participants used creative thinking to build an innovative training tool they would later "sell" to the large group.

PROCEDURE

-Each small table group was presented with a small brown paper bag filled with assorted items ((pipe cleaners, marbles, cards, clips, styrofoam cup, sticks, coffee filters, rubber bands, foam letters, straws, ribbons, popsicle sticks, foam shapes, etc.)

-Participants were instructed to create an innovative training tool they would later "sell" to the large group.

-Small groups were given 15 minutes to design and create an innovative training tool and prepare a sales pitch for the large group.

DEBRIEF

Some of the innovative training tools created by several table groups included:

-"Cup of Knowledge" featuring playing cards (take a gamble on training); erasers (safe place to make mistakes); marbles (learners need to avoid losing their marbles)

-"Positive Perspective Spectacles" featuring eyeglasses constructed from pipe cleaners

-"Bridge from Training to Workplace Application" constructed from pipe cleaners and popsicle sticks

Presentation

Intuitive Thinking Sensing and Perceiving

Intuitive Thinking

Intuitive thinking approaches a problem as a whole, not as a sequence of steps.

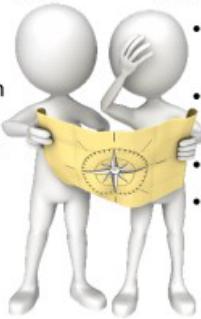
The brain cycles through past experience and knowledge and provides a base of comparison to the current situation.

Most intuitive thinking tools include use of imagery: creating images of preferred futures or imagining how something might work, then exploring the images or words for linkages.

Developing Intuition

Before Action Review – BAR

- What are the intended results?
- What challenges can we anticipate?
- What do we already know from other similar situations?
- What do we think will make the biggest difference?



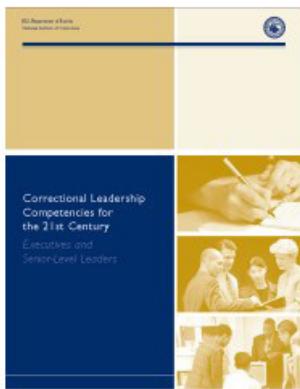
After Action Review – AAR

- What did we set out to do?
- What actually happened?
- Why did it happen?
- What will we do differently next time?

Before Action Review & After Action Review

BAR and AAR are tools designed for learning from experience that can be used for nearly any task or activity.

To Learn More



<http://static.nicic.gov/Library/020474.pdf>

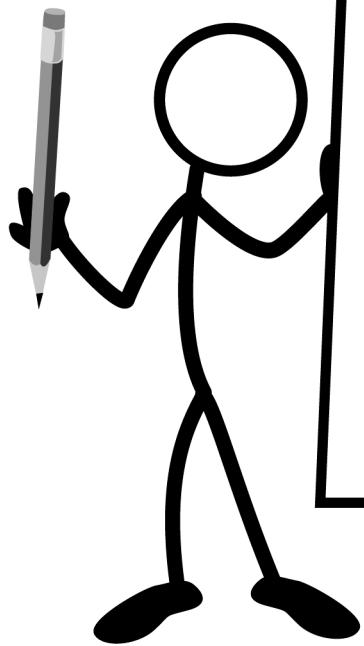
Learn More about Strategic Thinking

A great resource for learning more about strategic thinking and using strategic thinking models is Chapter 5 of the Executive and Senior Level Leader Competency Model.

BREAKOUT SESSION

Innovations in Learning and Training Delivery Innovations, Barriers, Resources and Solutions

Discussions



What will we surface?

- Innovations you would like to implement / have been implementing
- Barriers you are encountering / have encountered
- Resources you can share
- Potential solutions to surmounting / overcoming barriers

PURPOSE

Participants joined one of four discipline specific groups (jails, prisons, juvenile justice or community corrections) to share learning and performance innovations they are implementing, discuss barriers to implementation and ways to overcome obstacles; share L&P resources and network with their peers for future exchanges and collaboration.

PROCEDURE

Participants gathered in discipline specific breakout rooms for discussions with their peers in either jails, prisons, juvenile justice or community corrections.

Each group discussion was facilitated by moderators, volunteer time keepers, scribe/ recorders and participant volunteers who summarized and reported out to the full symposium group.

BREAKOUT SESSION

Innovations in Learning and Training Delivery Innovations, Barriers, Resources and Solutions

BREAKOUT DISCUSSION QUESTIONS

During a discipline specific discussion guided by a facilitator and recorded by a scribe, each breakout group spends 15 minutes addressing and sharing ideas on each of the following four questions.

1. INNOVATIONS - What innovations in learning and training delivery are you and your agency implementing? Attempting to implement? Planning to implement? Why are you choosing those particular innovations? What are your choices based upon?
Give examples to illustrate your discussion.

2.BARRIERS - What barriers are you and your agency encountering as you move forward in implementing innovations in learning and training delivery? What are they specifically? How do they present themselves? How would you characterize the barriers you are encountering?
Give an example from your discussion.

3.RESOURCES - What resources do you know of that can assist in surmounting or overcoming the identified barriers? What resources are freely available that could help with innovation in training and learning delivery? How do you keep yourself apprised of these resources? What can we do as a discipline group to better share resources with one another?
Highlight one to share with the large group.

4.SOLUTIONS - What are potential solutions as we seek to innovate in our learning and training delivery? What works and what does not as we do so? What continued development do we need for ourselves as we seek innovations in our learning systems? Reflecting back to the four types of thinking (critical, conceptual, creative and intuitive) where will you need to develop yourself so you can address the implementation of innovations in a strategic fashion? What will your first steps be as you think about innovating in your training delivery, based upon this discussion?
Highlight a specific example from your breakout session to share with the large group.

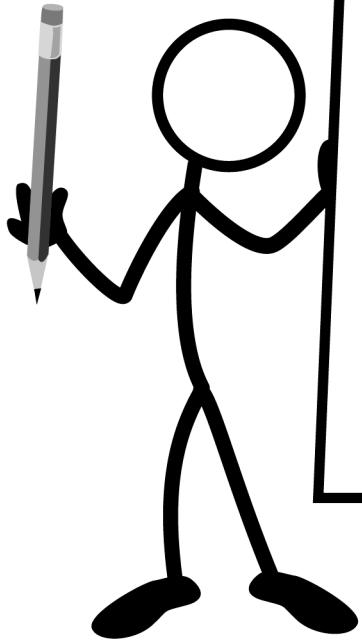
REPORT OUTS FROM EACH DISCIPLINE SPECIFIC BREAKOUT GROUP

The following several pages detail discipline specific breakout group responses to the four question areas.

FEEDBACK

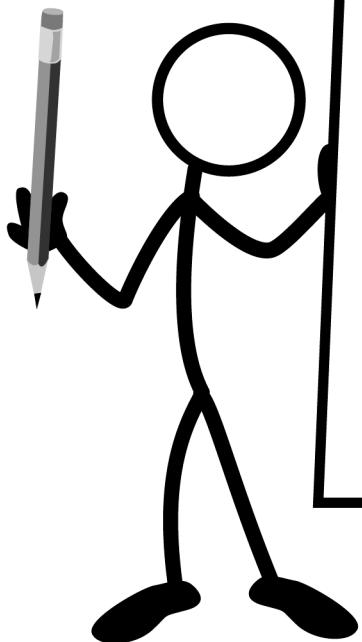
Jails Group

Innovations



- Hands-on training
- Crisis intervention teams
- More comprehensive FTO programs
- Specific instructional strategies including virtual situations
- E-learning
- Job specific training for positions/ roles with ongoing training for raising performance levels

Barriers

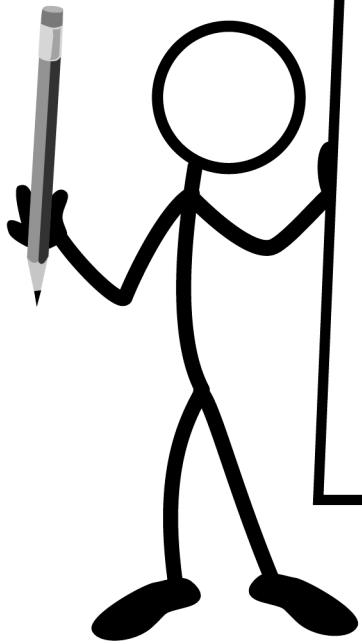


- Limited budgets
- Lack of buy-in from everyone at every level
- Red tape
- Staff shortages
- Lack of commitment from staff
- Resistance to change, burnout, culture shift
- Lack of information from staff

FEEDBACK

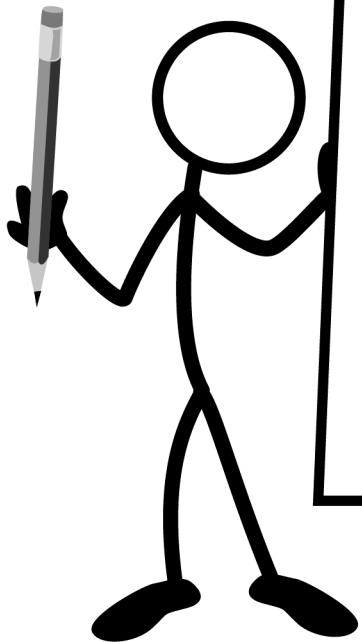
Jails Group

Resources



- Networking whenever possible
- Multi-agency sharing of resources, trainers and co-hosting training programs
- Grants - grants.gov
- Involving the command staff/managers in shared resources
- Touring other facilities & observing innovations and solutions

Solutions

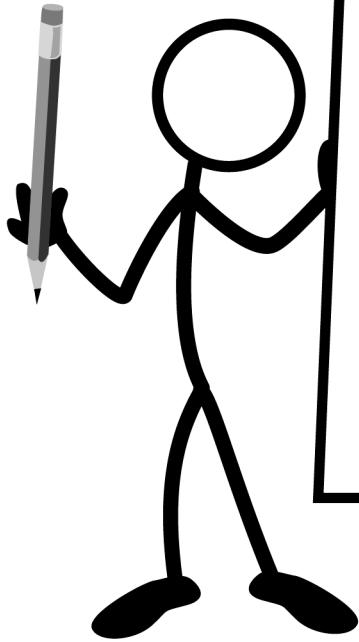


- Yearly training calendar
- Strategic plan for training
- Feedback / evaluation / debrief
- Needs assessments
- Use of DACUMs / job tasks analysis
- Focus on the critical few rather than the trivial many
- Continued development

FEEDBACK

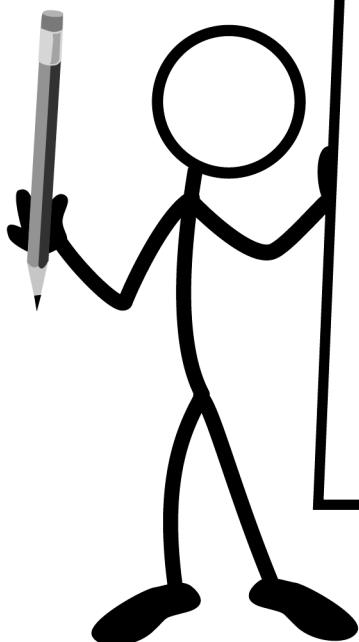
Community Corrections Group

Innovations



- Video conferences
- Webinars
- Skill building, including refreshers
- EPICS skills (Effective Practices in Community Supervision, University of Cincinnati)
- Firearms skills
- Training that is informative and relevant
- Mental health and first aid training
- Matriculated courses
- Blended learning with scenarios

Barriers

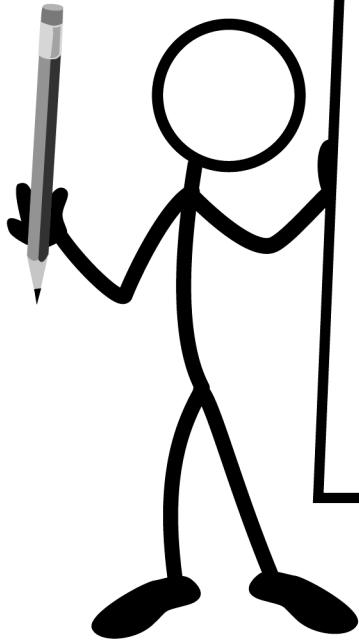


- Finding resources for creative training delivery
- Buy-in from learner, management and administration
- Time to develop, evaluate, refine and deliver curriculum
- Time for learners away from job duties
- Conflicting priorities
- Greater interest in quantity rather than quality of training
- Non training issues become training issues
- Lack of consistent quality of instructors

FEEDBACK

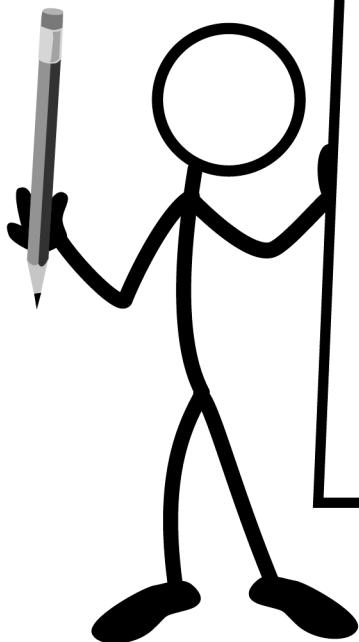
Community Corrections Group

Resources



- NIC online courses
- APPA
- Field training officers and mentor programs
- University websites - University of Cincinnati, MIT Sloan School of Management, Phoenix, Greater Good Science Center, UC Berkeley
- Resource training officers (senior level field staff)
- Network with people outside your agency

Solutions

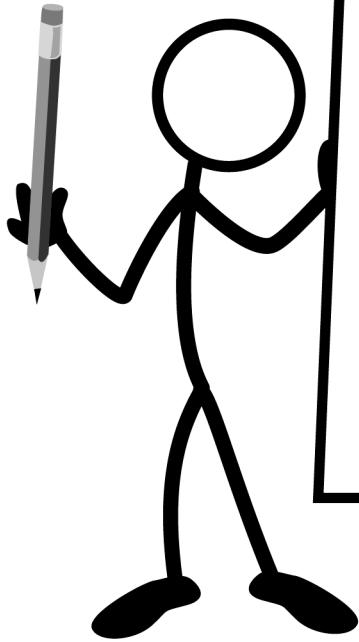


- Present relevant training to people who supervise
- Determine what is a training issue
- Use of DACUMs
- Job specific training
- Identify priorities in training plan
- Creative delivery resources (blogs for trainers/ adjunct trainers)
- Utilize subject matter experts

FEEDBACK

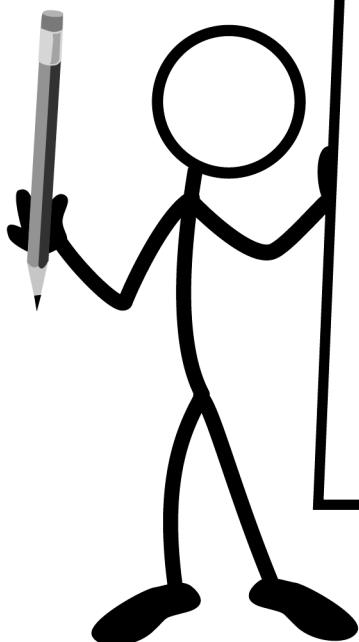
Juvenile Justice Group

Innovations



- Coaching to proficiency, peer coaching, supervisor accountability
- Peer review
- Scenario based training (videos)
- Role plays, video vignettes
- Staff facilitation in specialty areas
- Debriefing incidents - What went wrong? What went right?
- Less lecture, more learner participation

Barriers

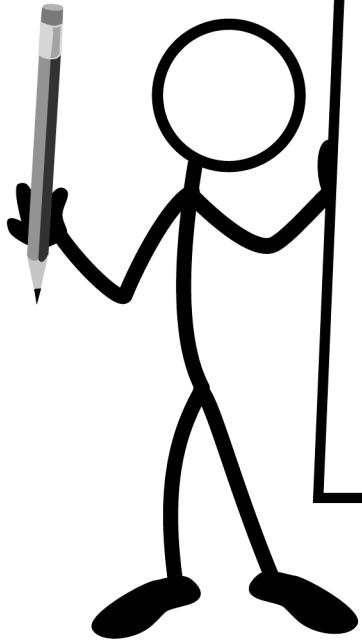


- Buy-in from staff and administration
- Getting the right people involved in implementing innovations
- Organizational culture and structure
- Budget limitations
- Resource allocation (time and money)
- Minimum standard focus

FEEDBACK

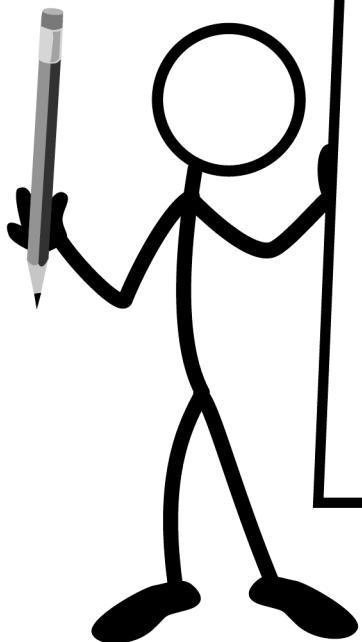
Juvenile Justice Group

Resources



- Networking with peers, communication with other agencies
- Use of social media
- Joining associations
- Attending more L&P training
- Regional collaboration
- Partner with college or university
- Internet hosted resources (crimesolutions.gov)
- Research / studies

Solutions

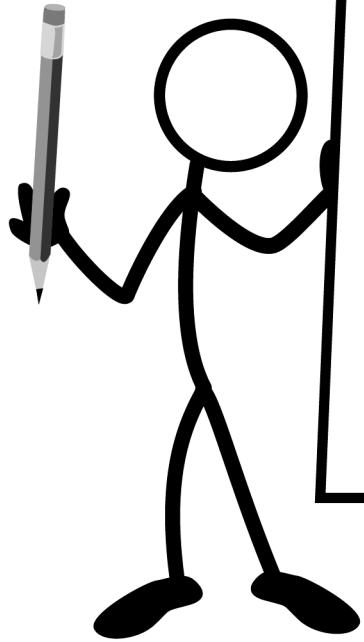


- Evaluation tools, measurements, program evaluations
- Motivation, incentives other than \$, spirit boards and competitions
 - Accountability - clear, set objectives and outcomes
 - Make sure all levels of management are listening
 - Administrator presence
 - Committee involvement

FEEDBACK

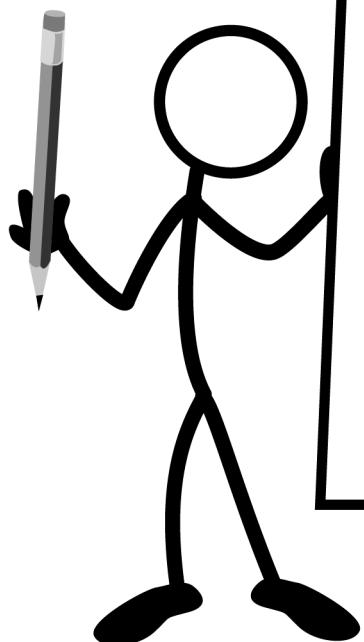
Prisons Group

Innovations



- Evidence based learning
- Increasing engagement with games
- Blended learning
- Self paced learning
- Adding realism to training
- Affordable e-learning

Barriers

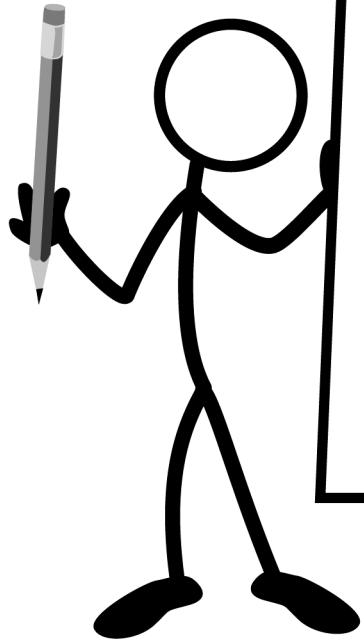


- Limited budgets and other resources
- Not enough staff
- Workload pressure
- Organizational culture resistant to change
- Readiness of the organization
- Anticipate
- Insufficient infrastructure and bandwidth for e-learning

FEEDBACK

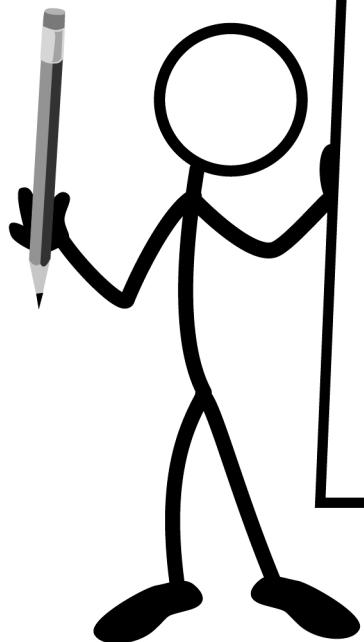
Prisons Group

Resources



- Web based solutions
- Partnerships with colleges and universities
- Trainer consortium within agencies and with other organizations such as law enforcement
- Utilizing college interns

Solutions



- Finding readily available resources
- Staying connected, using peers as resources and community of expertise
- Utilizing data to support innovation strategies
- Keeping up with technology



PURPOSE

Each participant identified training goals for 2016, identified barriers and received coaching and input from their table group on possibilities and ideas for achieving goals.

PROCEDURE

Each participant answered questions 1 and 2, prior to a round-robin coaching exercise. During or after the coaching activity, participants responded to question 3.

BEFORE COACHING - WHAT IS MY GOAL?

1. One specific training goal I have for 2016 is: _____

BEFORE COACHING - WHAT IS IN THE WAY?

2. Three barriers that may hinder me in achieving this specific goal are:

DURING OR AFTER COACHING - HOW WILL I MOVE FORWARD?

3. I thought of these possibilities during this round-robin coaching activity:



ACTIVITY PROCESS

- Prior to the coaching activity, each participant completed the preceding worksheet on their 2016 training goal.
- Each table group member had a turn to state their 2016 training goal.
- The activity began with the first person stating his/her goal followed by the participant on the left asking a question from the Round 1(First Person) list. Coaching continued this manner, clockwise, until everyone had been asked one question. As time permitted, participants continued questioning cycles.

ROUND 1 (FIRST PERSON)

What does your organization achieve by you reaching this training goal?
What about this goal will make learning more innovative and meaningful?
What will your organization lose by not achieving this training goal?

ROUND 2 (SECOND PERSON)

Why will this goal challenge past practice in your agency?
Why do you think this is the best goal to achieve right now?
Why will this goal make a positive impact on your organization?

ROUND 3 (THIRD PERSON)

What if there were no barriers? What would be your first step to achieve this goal?
What if you received any resource you wanted tomorrow morning? What would it be and how would it help you?
What resources do you already have to achieve this goal?

ROUND 4 (FOURTH PERSON)

What actions will result from you achieving this goal?
In the big picture, what does your goal really represent?
How will your goal lead to other learning innovations?
How does it help paint the bigger picture of learning and performance in your agency?

ROUND 5 (FIFTH PERSON)

Why should you ask for help in achieving this goal?
Who could you ask to support you, and what do you need them to do for you?
What research could you do to help you find the first (or next) step?

ROUND 6 (SIXTH PERSON)

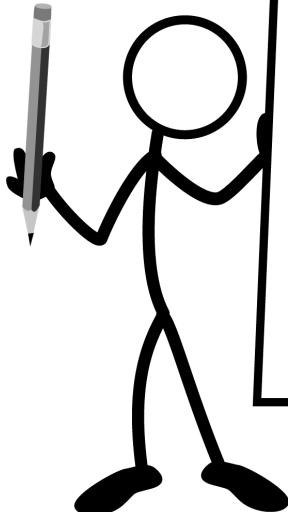
What action is your "gut" telling you to take first?
Who needs to know how to make sure this actions gets done?
What can you do right now, today?



DAY 2

NIC Learning Delivery Innovations Learning and Performance Series FY2016

PRESENTER:
Leslie LeMaster



WHO IS NIC L&P SERIES FOR?

- Curriculum developers
- Full-time trainers and facilitators
- Adjunct or part-time faculty
- Field Training Officers
- Training directors and administrators
- Training coordinators at facility level
- E-learning coordinators
- Learning management system administrators
- Virtual instruction lead trainers or developers
- Field liaisons



-VILT, intersession assignments, Blended ILT



-VILT, intersession assignments and Blended ILT

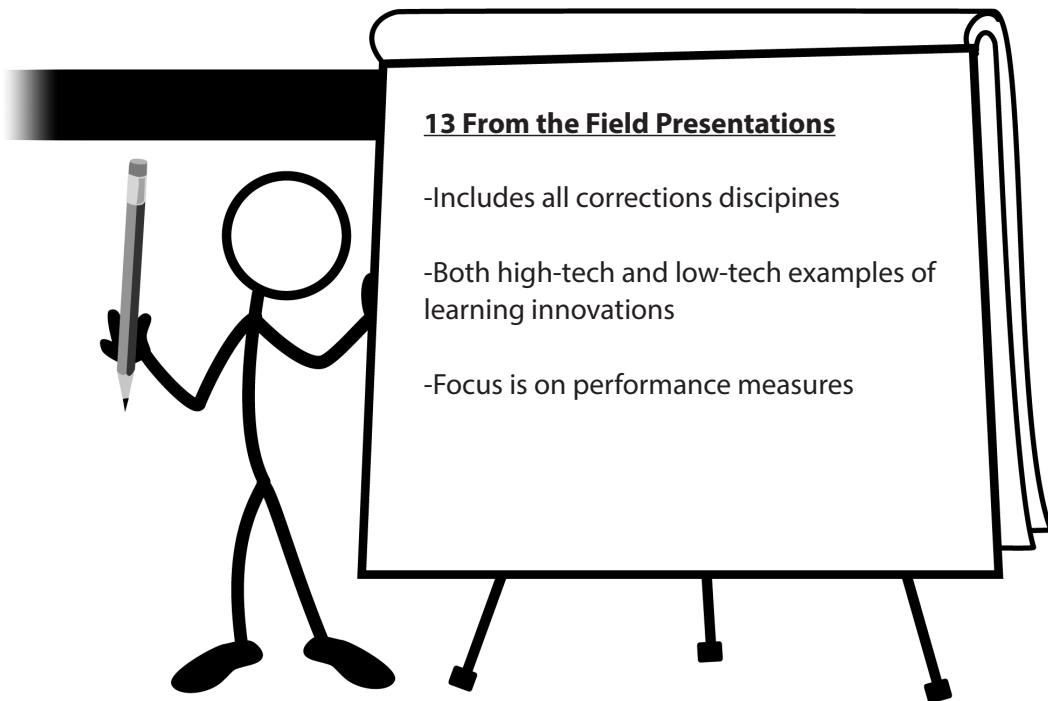


-VILT, and intersession assignments



-VILT and Intersession assignments

VILT = Virtual Instructor Led Training via WebEX Training Center, ILT = Instructor Led Training
Projected course delivery dates may change due to federal budget and sequestration impacts.



PRESENTERS:

JANE SACHS, DPSCS (Maryland Dept. of Public Safety and Correctional Services)

PAUL FOREMAN, Iowa Department of Corrections

TERENCE DAVIS, Tennessee Department of Corrections

CINDY THACKER, National Partnership for Juvenile Services (NPJS)

DENISE PROBUS, Kentucky Department of Corrections

MICHAEL NESKILL, Jackson County Department of Corrections, Missouri

KEN STURDY, Nebraska Department of Corrections

STEVEN MEDROW, Missouri Department of Corrections

EDWIN PAUZER, New York City Department of Corrections

PETE NORRIS, Wyoming Department of Corrections

CHERYL SULLIVAN-COLGLAZIER, Washington State Department of Corrections

MIKE DOOLEY, JASON JORDAN, JIM DOUGHERTY, JOE FERRANTI, Pennsylvania Department of Corrections

JOEY TERLAJE, LEO DIAZ, JERRY HINKLE, VINCE NAPUTI,

Judiciary of GUAM



JANE SACHS

DPSCS (Maryland Dept. of Public Safety and Correctional Services)

"From the Inside Out: Utilizing Inmates' Experience as a Training Resource"

INNOVATION:

Staff training videos featuring inmates speaking to new recruits about their experiences while they were incarcerated. The goal is to share information with new officers about effective communication and interactions with offenders to encourage positive outcomes.

IMPLEMENTATION PROCESS:

Initially, the training department was approached by a judge who wanted to know if an offender (who was a former correctional officer who served time for excessive force) could be part of training for new officers, sharing his experiences as both a correctional officer and an inmate.

The former inmate was videotaped and given feedback on his presentation. Following the video presentation, the former inmate answers questions from new officers.

The first video led to another video for personnel involved with the prison industries. The focus was on effective and positive communications.

Six ex-offenders working in prison industries wanted talk about their time served and how they way they were talked to while they were incarcerated (in both positive and negative ways) had a major impact on them.

OUTCOMES / RESOURCES:

The videos have been received positively and are being shared with other agencies.

FROM THE FIELD

Learning Delivery Innovations



PAUL FOREMAN

Iowa Department of Corrections

"E-Learning in Corrections on a Shoestring Budget"

INNOVATION:

Development and implementation of an e-learning program that is on track to deliver 75 hours of training in 48 modules in FY2016.

FEATURES / COMPONENTS:

- Two hundred students are trained using e-learning.
- Startup was driven by costs.
- Previous costs for traditional classroom instruction using seven locations, including travel and lodging, course development, instructional design, instructor costs, logistical support costs was \$200,000.
- Cost for e-learning for the same 200 students, including course development, instructional design and infrastructure costs for development is \$60,000.

IMPLEMENTATION PROCESS / RESOURCES:

- Resources needed for implementation include: budget, equipment, software, time and personnel.
- Budget for e-learning is a line item.
- Start-up costs include: Articulate software - \$2800 for 2 licenses, CodeBaby - \$10,000. A/V & Sound Gear - \$500.00.
- Equipment includes: basic high-end workstation computer, large (3+ TB) external hard drives, good set of dual displays, microphones and headphones, reasonable work area.
- Software includes: Basic business package (Microsoft Office), Articulate or program of choice, CodeBaby
- A learning management system is required, which can be home built, purchased or contracted.
- Videos use Iowa correctional staff in their own environments.

OUTCOMES / RESOURCES:

- Iowa has saved over \$9 million in overtime.
- E-learning program has been received well by students.
- Future expansion will include new technology and mobile trends.

FROM THE FIELD

Learning Delivery Innovations



TERENCE DAVIS

Tennessee Department of Corrections

"Pilot Program : Use of Tablets for Inmate Entrepreneurship Program"



INNOVATION:

Created a voluntary program called Best which teaches basic entrepreneurship skills to inmates utilizing electronic tablets donated by a business partner. Curriculum was developed in cooperation with local universities.

FEATURES / COMPONENTS:

- Pilot program was offered to 22 inmates at the Charles Bass Correctional Complex in pre-release.
- Entrepreneurship program is offered under the auspices of the Nashville Entrepreneurship Center and includes: business launch plans, financial literacy training, branding/logo design and preparing a powerful sales pitch.
- Curriculum components delivered via tablet includes: e-books, PDF documents, video.
- Security of offline tablets includes: tamper resistant features, no internet access, no active USB ports, no wi-fi, audio only via headphones. If an inmate tries to open a unit, it alerts the facility.

IMPLEMENTATION PROCESS / RESOURCES:

- Partnerships were established with: Belmont University, Lipscomb University, Vanderbilt University, Inner-tainment Delivery Systems, Nashville business Community.
- Tablets were donated by a vendor.

OUTCOMES / RESOURCES:

- Pilot was successfully delivered for nine months.
- Feedback from inmates and staff was positive.
- Next program will be delivered in a women's facility.

FROM THE FIELD

Learning Delivery Innovations



CINDY THACKER

National Partnership for Juvenile Services (NPJS)

"Best Practices in Learning and Performance Improvement Assessment, NPJS"

INNOVATION:

The National Partnership for Juvenile Services has provided a free online training assessment tool to help improve the quality of learning and performance in the juvenile justice field.

FEATURES / COMPONENTS:

The online assessment and resources guide helps learning professionals:

- Assess current learning and performance improvements in an organization against best professional practice
- Establish goals for the learning function
- Develop an action plan to reach learning goals
- Establish a network of support
- Improve employee engagement

Content presented in the online resource includes:

- Introduction focused on purpose and basics of best practices
- Organization and Structure of the Learning Function
- Learning and Performance Improvement Policy
- Liability Issues
- Budget
- Learning Plans
- Needs Assessment
- Learning Delivery Systems
- Course Development
- Course Plans
- Documentation of Learning
- Evaluation of Learning
- Physical Resources
- Staffing the Learning Function
- Marketing the Learning Function

ACCESS:

To sign up for access to Best Practices, go to www.npjs.org, scroll down to "Best Practices" click on email NPJS.me.com and send a message stating that you are interested in using the tool.

FROM THE FIELD

Learning Delivery Innovations



DENISE PROBUS

Kentucky Department of Corrections

"Adding Skill Building"

INNOVATION:

Implementation of staff training which focuses on skill building specific to Core Correctional Practices and Effective Practices in Community Supervision (curricula from the University of Cincinnati) and the Hearing Voices curriculum developed by Patricia Deegan, Ph. D.

FEATURES / COMPONENTS:

Core Correctional Practices is a two-day training developed by the University of Cincinnati that helps corrections professionals develop skills needed to support behavioral change for offenders.

Topics include:

Principles of effective interventions - relationship skills, effective use of reinforcement, effective use of disapproval, effective use of authority, pro-social modeling, cognitive restructuring, social skills training and problem solving skills.

Participants practice each of the core correctional practices and discuss strategies.

Effective Practices in Community Supervision (EPICS), also developed by the University of Cincinnati, is a model featuring a combination of monitoring, referrals and face-to-face interactions with offenders to provide a sufficient "dosage" of treatment interventions and develop collaborative working relationships with offenders. The EPICS model helps corrections professionals translate risk, needs and responsibility principles into practice as they use cognitive behavioral approaches in their interactions with offenders.

Hearing Voices, a curriculum developed by Patricia Deegan, Ph.D., who suffers from bipolar disorder, gives correctional officers an opportunity to understand what persons with mental illness experience when they hear voices in their heads. The program features a series of audio recordings.

OUTCOMES / RESOURCES:

All three curriculum components have been positively received and have increased skill levels of corrections professionals.



MICHAEL NESKILL

Jackson County Department of Corrections, Missouri

"Jail Orientation Training for New Staff"

INNOVATION:

In addition to the 80 hours of pre-service training, an additional 12 hours of jail orientation is provided to new officers.

FEATURES / COMPONENTS:

Orientation training familiarizes new staff with the jail environment, dispelling images of corrections disseminated by the media.

Messages focus on: Safety/security, survival and service.

Emphasis: safety and security for staff and offenders, appropriate interactions and communications with inmates, responses to confrontations, fairness as part of corrections responsibility, commitment and a sense of pride related to corrections profession.

CHALLENGES:

Staff shortages and low staff retention rates due to low pay have led to other agencies hiring away trained employees.

FROM THE FIELD

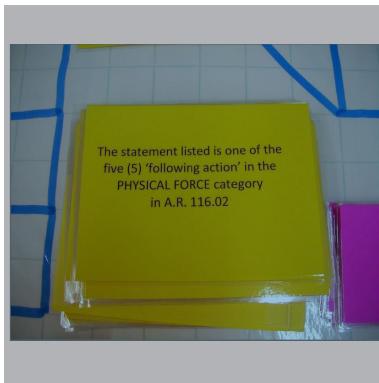
Learning Delivery Innovations



KEN STURDY

Nebraska Department of Corrections

"Getting Your Game On"



INNOVATION:

Use of an engaging, interactive boardgame game to teach policy related to use of force and a crossword puzzle to teach policy related to inmate rules

FEATURES / COMPONENTS:

Trainers retooled what was previously a mundane in-service and by creating a fun, enaging approach to helping officers learn and refresh their knowledge on policies related to use of force and inmate rules.

For both the crossword puzzle and boardgame activities, learners are provided copies of the policies as a reference for their answers.

Learners work the crossword activity individually, but are encouraged to engage in discussions and share responses.

The use of force boardgame is played by small groups. Players move around the board as they successfully answer policy questions on game cards. More details for answers can be found in copies of the policy provided to players.

OUTCOMES / RESOURCES:

The games have been well received by learners and have been effective in refreshing policy knowledge and understanding.



STEVEN MEDROW
Missouri Department of Corrections

"Show-Me Blended Learning"

INNOVATION:

Transformation of a two-day face-to-face training on Use of Force and Safety Awareness and Physical Safety (mat work) into one day of face-to-face training combined with blended learning elements including virtual instructor led training (VILT)

FEATURES / COMPONENTS:

Blended learning elements for the course which was previously taught in two face-to-face classroom sessions includes the following:

- VILT Prerequisite for Suspicious Activity Reporting - 1 hour
- VILT Suspicious Activity Reporting - 2 hours
- VILT Prerequisite for Active Shooter - 2 hours
- VILT Active Shooter - 2 hours
- E-learning Prerequisite for Physical Safety Training Day - 1 hour
- Classroom Training - Physical Safety Training Day - 8 hours

IMPLEMENTATION PROCESS:

- Worked to gain buy-in from instructors and participants
- Conducted evaluations involving participants
- Provided training on technology to instructors

OUTCOMES:

- Reduced costs, reduced travel for trainers, reduced in-seat classroom time and off-the-job time for employees
- Retention and transfer rates have improved.



EDWIN PAUZER

New York City Department of Corrections

"As Easy as Apple Pie"

INNOVATION:

Demonstration on the importance of appropriately "chunking" or segmenting information to optimize learning using the process of baking an apple pie.

PROCEDURE:

Participants in table groups are provided a list of randomly ordered steps for making an apple pie and are directed to work as a team to sequence and "chunk" the steps in the most optimum order for creating an edible apple pie.

Objective: At the end of this training, learners will be able to bake an edible apple pie using the proper equipment, ingredients, utensils and process.

Randomly ordered list of steps:

Mix together the flour and salt.

Chill the butter and water.

Add butter to the flour and cut it with a pastry blender until it resembles coarse crumbs.

Add enough water until the dough barely hangs together.

Cut the dough in half and make two balls.

Wrap the dough in plastic.

Peel the apples.

Core and quarter the apples and cut into 1/4" slices.

Mix the apples with sugar, lemon juice, cinnamon and a small amount of flour.

Roll out one of the pieces of pie dough into a circle slightly larger than the pie pan.

Fold the pie dough with the apple mixture.

Press the dough into the pan.

Fill the pie dough with the apple mixture.

Roll the other pieces of dough into a circle slightly larger than the pie pan.

Place the dough on top of the pie pan and crimp the edges.

Cut steam holes in the top crust.

Bake the pie for 45 minutes in a 350 degree oven.

How much instruction must learners have before they are allowed to practice?

FROM THE FIELD

Learning Delivery Innovations



PETE NORRIS

Wyoming Department of Corrections

"Paperless Classroom"

INNOVATION:

Using technology to promote realistic staff training

FEATURES / COMPONENTS:

- Wyoming Department of Corrections Academy started in 2011
- Goal is to add realism to staff training and save money
- Computerized on the job staff reports and ancillary paperwork allows officers to enter information, print it, sign it and deliver to supervisors
- Goal was to appeal to younger tech savvy students and help veteran staff feel more comfortable with technology
- Technology integration started with laptops and SmartBoards
- Transitioning to 11inch 2-in-1s and smart TVs

Equipment and Costs:

- Laptops wth software - \$1200
- 2-in-1 with software - \$600
- Smart TV (forward monitor, 70" - \$2000
- Surround sound system (to keep volume consistent) - \$300

NEXT STEPS:

Digital testing:

- NIC technical assistance grant to learn how to write test questions
- Google Drive and/or LanSchool to share tests
- Drive and/or LanSchool for tight control

Lateral monitors:

- Students can do group work and report out
- Students type notes and cast to lateral monitors instead of white boards or easel charts

MORE INFORMATION:

ACA Corrections Today article, Oct/Nov 2012, "Wyoming DOC Uses Technology to Promote Realistic Staff Training."



CHERYL SULLIVAN-COLGLAZIER

Washington State Department of Corrections

"Research Behind Class Size"

INNOVATION:

Created a resource related to research on class size

FEATURES / COMPONENTS:

The resource on class size research helps the Department of Corrections build support for training programs from executives and other decision makers.

Resource is continually updated and distributed as new information becomes available.

Class size research document is attached.

Adult Learner Class Size Maximum Capacity

Strategy	Best Practice	Maximum
Lecture Only	20-24 Students	50 Students
Lecture / Discussion	20-24 Students	45 Students
Lecture / Discussion / Small Group Activities	15-25 Students	25 Students
Lecture / Discussion / Small Group Activities / Skill Practice	15 Students	15 Students
Lecture / Discussion / Small Group Activities / Physical Skill Practice	10-12 Students	14 Students

Determining appropriate class size maximum is complicated, as many variables must be considered. Variables may include, but are not limited to:

- Experience of the Instructor
- Topic Experience of the audience
- New Staff vs. Seasoned staff
- Required Instructor/Student Ratio (3)
 - 4 to 1 ratio for physical skill practice with safety and complexity factors
- Topic being delivered
- Sensitivity of Topic (3)
- Type: Knowledge Based vs. Skill Based
- Intensity/emotional response of the audience
- New Information vs. Repeated Information
- Location/Classroom size/Density (1)
- Number of computers available
- Fire Department Safety Max

Large Class Size: Adverse Effects (Ref 4)

1. Large class size increases faculty reliance on the lecture method of instruction
2. Large classes reduce students' level of active involvement in the learning process.
3. Large class size reduces the frequency and quality of instructor interaction with and feedback to students.
4. Large-class settings reduce students' depth of thinking inside the classroom.
5. Large class size limits the breadth and depth of course objectives, course assignments, and course-related learning outside the classroom.
6. Students' academic achievement (learning) and academic performance (grades) are lowered in courses with large class size.
7. Students report less course satisfaction in large-sized classes
8. Students give lower overall ratings (evaluations) for course instruction delivered in large classes.

Classroom Size Evidence or Best Practices Resources:

- (1) Graetz, K. A. (2006). The psychology of learning environment. In D. G. Oblinger (Ed.), *Learning Spaces* (pp. 6.1-6.14). Boulder, Colorado: EDUCAUSE. Retrieved July 15, 2015, from <http://net.educause.edu/ir/library/pdf/PUB7102.pdf>.
 - a. 2'-4' space between people at a table group.
 - b. 4'-7' space between table groups.
- (2) Schiming, R. C. (n. d.). Class Size. Mankato, Minnesota: Minnesota State University. Retrieved July 15, 2015, from <https://www.mnsu.edu/cetl/teachingresources/articles/classsize.html#performance>.
 - a. Large class size okay for factual knowledge attainment (lecture).
 - b. Smaller class size for problem solving, written expression and critical thinking activities.
- (3) Clark, D. (2015). Learning and training: Statistics and myths. Retrieved July 14, 2015, from <http://www.nwlink.com/~donclark/hrd/trainsta.html>
 - a. Large class size okay for factual knowledge attainment (lecture).
 - b. Smaller class size when the goal is motivational, attitudinal, or higher level cognitive processes.
 - c. Recommendation of 10 students for sensitive topics such as diversity.
- (4) Cuseo, J. (2007). The empirical case against large class size: Adverse effects on teaching, learning, and retention of first-year students. *Journal of Faculty Development*, 21(1), 5-21. Retrieved August 11, 2015, from <http://www.classizematters.org/wp-content/uploads/2012/11/Week-13-Cuseo-1.pdf>.

LEARNING AND PERFORMANCE SYMPOSIUM - INNOVATIONS IN TRAINING AND LEARNING DELIVERY

- a. 15 or fewer students in classes that involve analysis.
 - b. 16-45 students for comprehension.
 - c. 46 or more students for factual recall only.
- (5) Northwest Center for Public Health Practice & The Network for Public Health Law. (2012). Effective adult learning: A toolkit for teaching adults. University of Washington School of Public Health. Retrieved August 11, 2015, from http://www.nwcphp.org/documents/training/Adult_Education_Toolkit.pdf.
- a. 15 students for small group work and methods besides lecture, creative thinking, evaluating and analyzing.
 - b. Larger class sizes for memorizing and remembering
- (6) Koppel, J., Vaughn, B., Drew de Paz, J., Creed, K., Belmontez, R., De La Rosa Ducut, J., and Thrasher, D. (2011). Training best practices: Standards and guidelines. Merced, California: University of California. Retrieved August 11, 2015, from <http://ehs.ucr.edu/training/standards/trainingstandardsandguidelines.pdf>.
- a. Class sizes of about 25 people (or less) work best, especially when incorporating activity-based learning into the training experience. (pg. 5)
 - b. When class size exceeds 30 people, it is advisable to provide a second instructor and divide the class into two sections during instruction. (pg. 5)

FROM THE FIELD

Learning Delivery Innovations



MIKE DOOLEY, JASON JORDAN, JIM DOUGHERTY, JOE FERRANTI
Pennsylvania Department of Corrections

"Training Vision and Strategic Goals"

INNOVATION:

Use of technology to enhance training services (e.g., wireless, surveys, exams, manuals, instructor devices, forms, training templates, etc.)

FEATURES / COMPONENTS:

- Use of employee volunteers as avatars in web-based training
- Narration of online lessons by employees
- Use of decision point scenarios
- Videos for purposes of student observations, information gathering and quizzes
- Online testing
- Use of data after testing to evaluate course effectiveness
- Use of VILT for certain coursework
- Production studio for producing VILTs
- Building course library
- Curriculum alignment - making sure the written curriculum is aligned with what is taught and tested

OUTCOMES:

- More emphasis on customer service
- Improved effectiveness in training delivery
- Efficient use of time and budget resources



JOEY TERLAJE, LEO DIAZ, JERRY HINKLE, VINCE NAPUTI
Judiciary of GUAM

"Training that is Recent, Relevant and Realistic"

INNOVATION:

Staff training which features use of defensive tactics videos in combination with hands-on training.

FEATURES / COMPONENTS:

- Emphasis on training that meets the criteria of: Recent, Relevant, Realistic
- Collaboration with community college that allows recruits to graduate with an Associate Degree
- Training includes: knife course, pressure point control tactics, psychological components of violent encounters, tactical training for escapes

CHALLENGES:

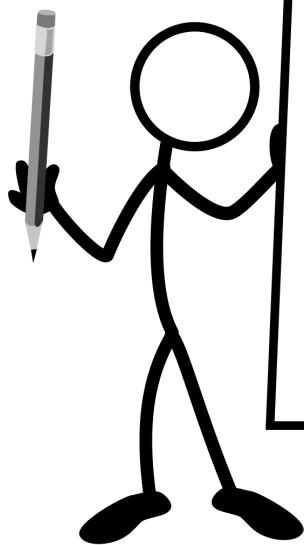
Increase in drug trade from sources outside of Guam contributing to a rise in crime related to crystal methamphetamine



PRESENTATION

Training Truths - Engagement and Practice

PRESENTER:
Bernie Iszler



Engaging Learners and Providing Practice for Learners

- How do we engage learners in training?
- How do we make sure learning sticks and is applied on the job?
- Why should we be effective?

True or False: Evidence-Based Practice and Learning

This presentation focuses on two in-depth chapters in Ruth Colvin Clark's book, ***Evidence-Based Training Methods, 2nd Edition.***

- Chapter 4: Engagement in Learning;
- Chapter 10: Does Practice Make Perfect?

A series of questions explore the training truths based on research. Answers can be found in Ruth Colvin Clark's book in chapters 4 and 10.

Question:

Which one of the following statements is true?

1. Behavioral engagement is key to effective learning.
2. Novice learners work better in groups.
3. High engagement games promote learning.
4. Learners do make good instructional decisions.

Engaging Learners

Based on research, highlighted in Ruth Colvin Clark's book, which of the statements listed on the slide is true?

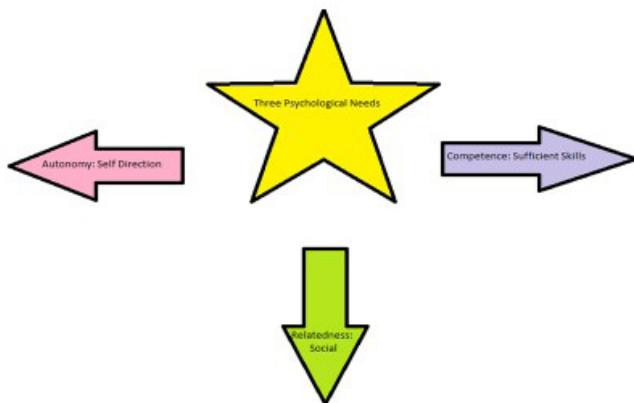
ANSWER:

2. Novice learners work better in groups.

EXPLANATION:

- Experienced learners work better on their own.
- High engagement games can promote learning but it depends on outcomes and the type of game. Sometimes people learn how to play the game but do not learn the content.
- Research says learners tend to overestimate what they have learned.

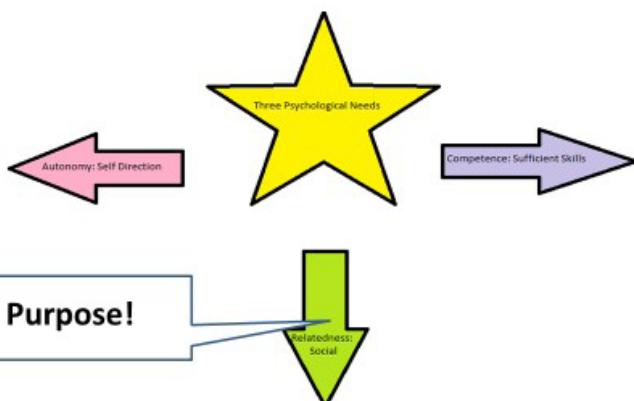
Intrinsic Motivation



Engagement and Motivation

Learners have three needs related to intrinsic motivation. Learners want:

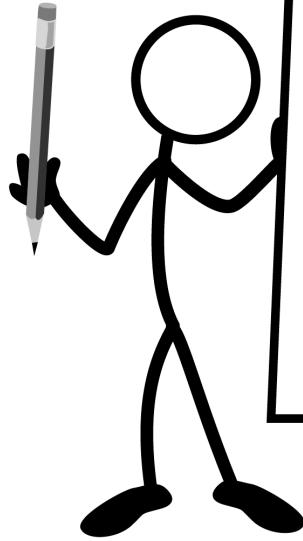
- Autonomy, self direction
- Sense of purpose for the training
- Competency in skill building



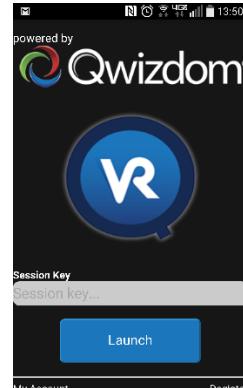
Learning and Purpose

When training is connected to a purpose- such as the mission and vision of the agency - learners will also feel an attachment to that purpose.

PRESENTER:
Joseph Hose



Virtual Response as an Engagement Tool



Hand-held Devices in the Classroom

- Can promote learning as they combine psychological and behavioral activity
- Produce visual feedback for correcting errors
- Help learners determine their accuracy
- Assist instructors with immediate adjustment of learning / coaching based on results of checking for learners' understanding



Engaging Students with Virtual Response Tools

Virtual response tools can help with student engagement during learning activities as they combine both psychological and behavioral activity and provide opportunities for checking learners' understanding and delivering immediate feedback.

What is Virtual Response For Smart Phones?



Virtual Response Tool

One example of classroom virtual response technology is Qwizdom, a smartphone based virtual response tool that allows individual learners to respond to questions related to the training.

Go to Google Play or App Store

1. Search for **Qwizdom** or **QVR**
2. Click install
3. Then open the App!



Participants download the application on their smartphones and complete installation.

Using QVR App

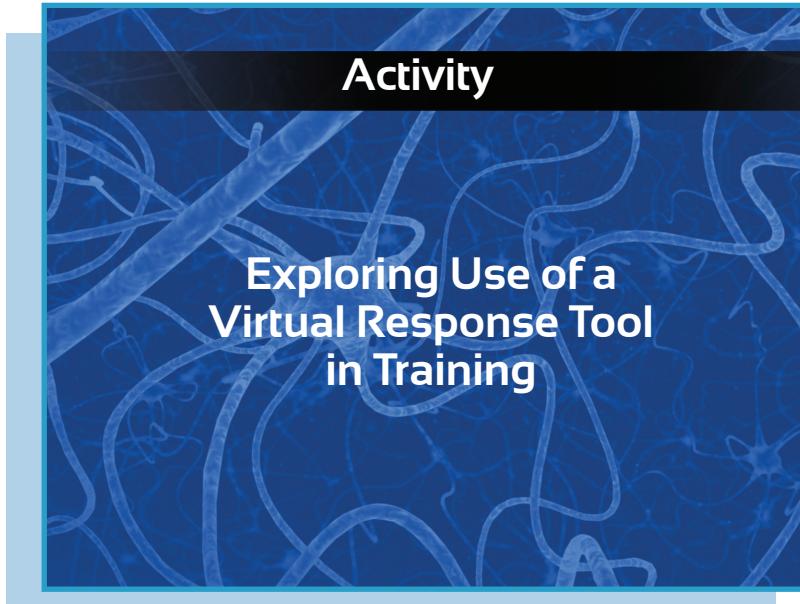
- When prompted by your instructor insert the session key **HERE** to join the presentation.
- Then push **Launch**



- Select your response to the different questions in the presentation
- *It's that easy!*

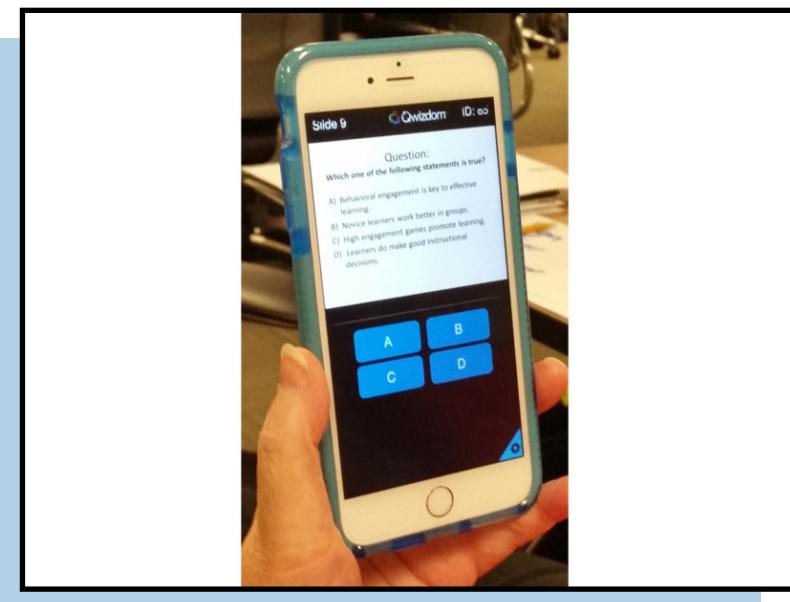
Demonstrating Qwizdom

Once the application was installed, participants entered a session key provided by the presenter and then clicked "launch" to join the presentation.



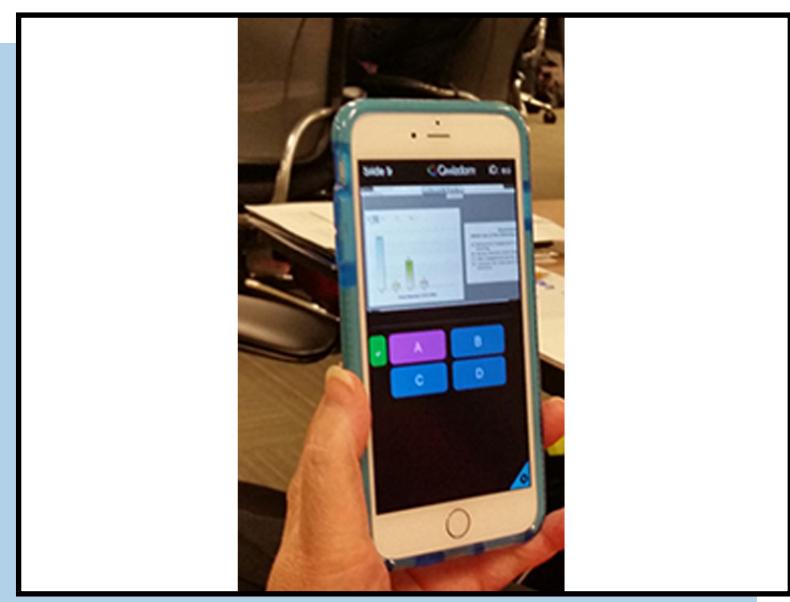
Responding to Presentation Questions

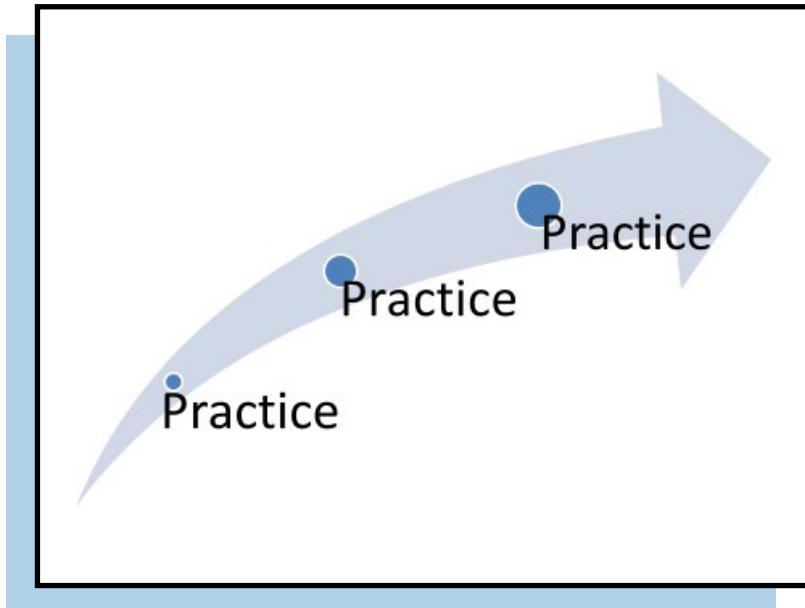
Participants had an opportunity to try out the virtual response tool by responding to questions related to evidence-based training truths addressed in Bernie Iszler's presentation.



Responding to Presentation Questions

Feedback following each question included correct answers along with a graph illustrating how many individual participants selected each of the four potential answers.





Research on Practice for Learners

What does research say about the importance of practice for making the learning stick?

A discussion begins with a true or false question related to practice which participants answer using their hand-held virtual response tool.

Question:

True or False:

The more practice the better the learning.

Does more practice make perfect?

Participants use their virtual response tool to respond to the question.

ANSWER:

False. The value of practice depends on the timing and type of practice. Research says the best time to practice is when a learner is about to forget.

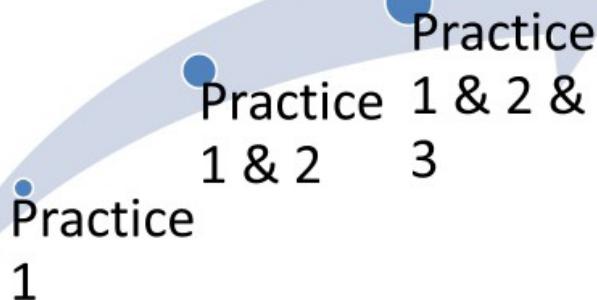
Question:

True or False:

When teaching two topics, it's better to group practice questions according to topic than to mix questions for both topics in one section.

Practice on multiple topics / skills

Participants use their virtual response tool to respond to the question.



ANSWER:

False. If learners have three skills to practice, it is more effective to practice all three of them by "stacking" the skills practice - practice skill 1, then practice skills 1 and 2, then skills 1, 2 and 3.



ACTIVITY

The Value of Practice



PURPOSE

Participants took part in a short activity which demonstrates the effectiveness of practice and feedback on learning and performance.

PROCEDURE

- Materials needed for the activity included: a sheet of paper, pencil or pen, and a 3x5 notecard.
- Participants were directed to close their eyes, then draw a straight five-inch line on the sheet of paper.
- Keeping their eyes closed, participants were then directed to move their pen a short distance from the first line and draw a second five-inch line.
- Participants then opened their eyes and measured the accuracy of their lines with the five-inch side of the notecard.
- After measuring their previous lines for accuracy with the notecard, participants closed their eyes again and drew a third line, then opened their eyes and saw whether their accuracy had improved.

DEBRIEF

- Most participants noticed greater accuracy in the length of their third line after measuring the first two lines with the notecard and practicing a third time.
- Practice generally improves the accuracy of participants' lines.
- The 3x5 notecard serves as feedback. After feedback, participants' accuracy generally improves.



PURPOSE

Participants had an opportunity to explore ways to integrate what they learned during the symposium into their lesson plans and/or curriculum.

PROCEDURE

Prior to the symposium, participants were directed to select a lesson plan or curriculum they would like to improve upon through integration of evidence based practices and innovations in training and learning delivery.

As they reviewed their lesson plans or curriculum, participants used the attached ***Curriculum Design Performance Aid*** handout and responded to the following two questions:

1. Where are places in your curriculum or lesson plan you could improve learning and performance?

2. What information or strategies from the Learning and Performance Symposium could you adopt in your curriculum or lesson plan?

DEBRIEF

Participants shared their improvement ideas with others at table groups and received feedback.

Design Performance Aid(s)

Design Checklist

Use this checklist as a guide to track your progress in developing lessons, courses, or training programs. You can also use the completed checklist as a reminder of program aspects that need to be evaluated.

Course/Program Title: _____

Analysis

- Organizational needs have been determined.
- Program goals have been set.
- Training population needs have been defined.
- On-hand resources have been determined.
- Constraints have been identified.
- Job(s) have been broken down into tasks or responsibilities.
- Tasks have been broken down into skills and knowledge.
- Job performance standards have been identified.

Design

- Objectives reflect organizational needs and goals.
- Objectives reflect training population's needs.
- Test item(s) have been written for each objective.
- Each test item matches its related objective.
- Training strategies reflect resource constraints, but honor population needs.
- Logical training sequence has been determined.

Development

- Training materials support objectives.
- Media selection is appropriate for objectives.
- Media selection reflects resource constraints.
- Evaluation forms are prepared.
- Training documentation tracks participant's progress.
- Course documentation meets organizational documentation needs (for planning, legal, other purposes).

Implementation

- Qualified instructors have been selected.
- Problems with the training design or materials are recorded.
- As they become necessary, revisions are made in the program—up to and throughout implementation.

Evaluation

- Evaluation plan was carried out.
- Evaluation data were used to make refinements or corrections in the course or program.

Bloom's Taxonomy and Learning Methods

Learning Method	Cognitive Domain (Bloom, 1956)	Psychomotor Domain (Simpson, 1972)
Lecture, reading, audio/visual, demonstration, or guided observations, question and answer period	1. Knowledge	1. Perception 2. Set
Discussions, multimedia CBT, Socratic didactic method, reflection. Activities such as surveys, role playing, case studies, fishbowls, etc.	2. Comprehension 3. Application	3. Guided response 4. Mechanism
On-the-Job-Training (OJT), practice by doing (some direction or coaching is required), simulated job settings (to include CBT simulations)	4. Analysis	5. Complex response
Use in real situations. Also may be trained by using several high level activities coupled with OJT.	5. Synthesis	6. Adaptation
Normally developed on own (informal learning) through self-study or learning through mistakes, but mentoring and coaching can speed the process.	6. Evaluation	7. Origination

Adapted from: <http://nwlink.com/~donclark/hrd/strategy.html>

Training Design and Development Pre-Flight Checklist (ITIP Lesson Plan)

Lesson Plan (General/Cover page)

- Number of hours of duration identified?
- Is number of hours reasonably related to the topic?
- Number of participants defined?
- Is an appropriate Job Class/Position targeted?
- Is room setup described?
- Is room setup conducive to participant-centered learning and activity?
- Are all resources and materials needed identified?
- Problem Statement: Is a problem statement attached to the lesson plan?
- Can the training topic be defended as “Needs Assessment” Based?

Performance Objectives

- Are performance objectives in the correct format and contain all 3 parts?
- Do they represent a progression of learning?
- Do they tap different styles in “condition”?
- Are the action words appropriate to the domain of the learning need?
- Do the standards facilitate measurement and evaluation?
- Do they target the learning need that will reasonably meet the need identified in the problem statement?
- Are there higher level performance objectives? (on-the-job and/or agency benefit)

In the design of the anticipatory set: Why?

- Does it answer the question “why”?
- Was learner readiness established?
- Does it link old/previous information to new information?
- Does it set the expectations of the program and outline the performance objectives?

In the design of instructional input: What?

- Did they answer the question “what”?
- Provide the key content, knowledge, skills and values in a way that appeals to all learning styles?
- Allows wait time so that the information can be processed?
- Checks for understanding to ensure information is understood?
- Processing questions asked throughout?
- Modeling of content appropriate for the topic?
- Maintains smooth transitions throughout?

In the design of the Guided Practice: How?

- Does it address the “how” throughout the application of the subject?
- Are participants provided the opportunity for personal use of the Information?
- Are checks for understanding included to ensure that participants understand the purpose and directions for the guided practice?
- Are smooth transitions incorporated?

In the design of the independent practice: What if?

- Does it answer the question “what if ...”?
- Is there a mechanism established for assistance? Follow-up?

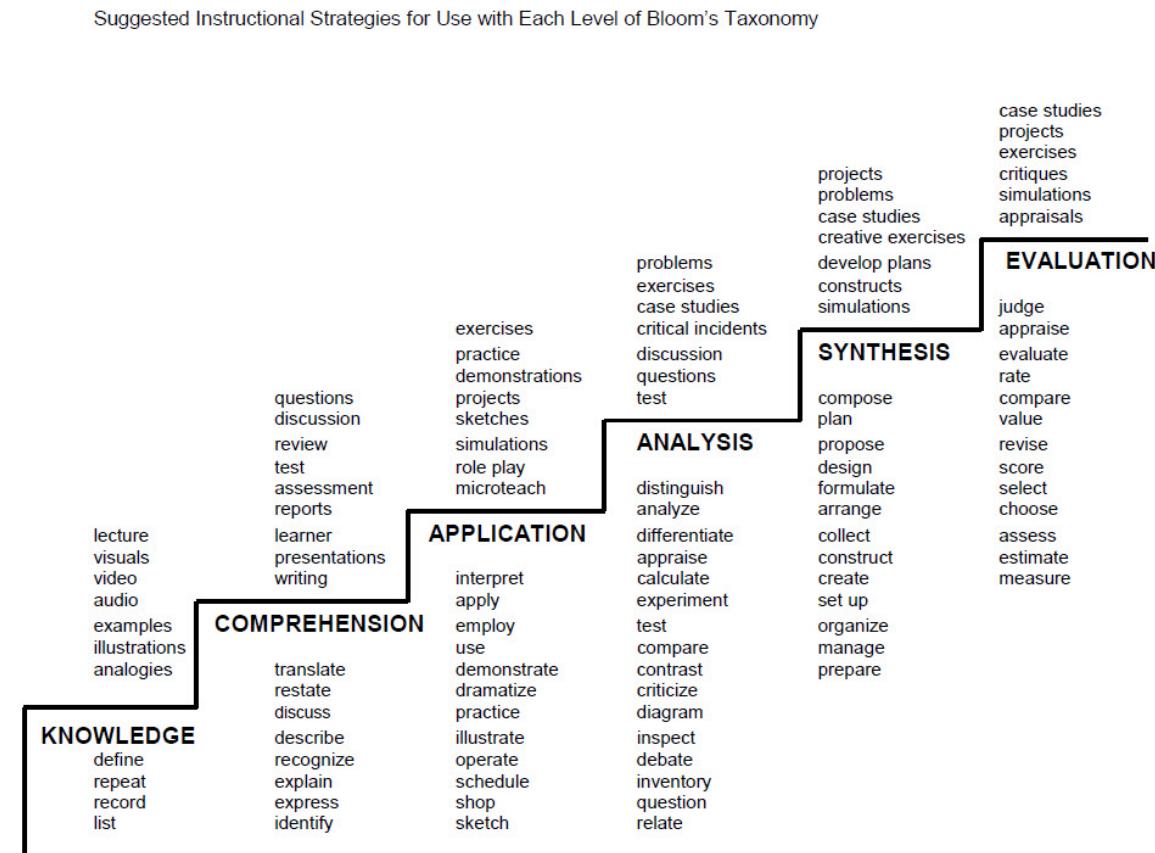
In the design of the closure and evaluation: So what?

- Does it answer the question “so what”?
- Does the closure keep the learner engaged?
- Does it facilitate participant feedback?
- Does it reiterate the key concepts of the presentation?
- Does it restate the performance objectives and assess accomplishment of them?
- Does it build a bridge to the next module or future learning?

In the design of the overall training impact and Assessment Strategy

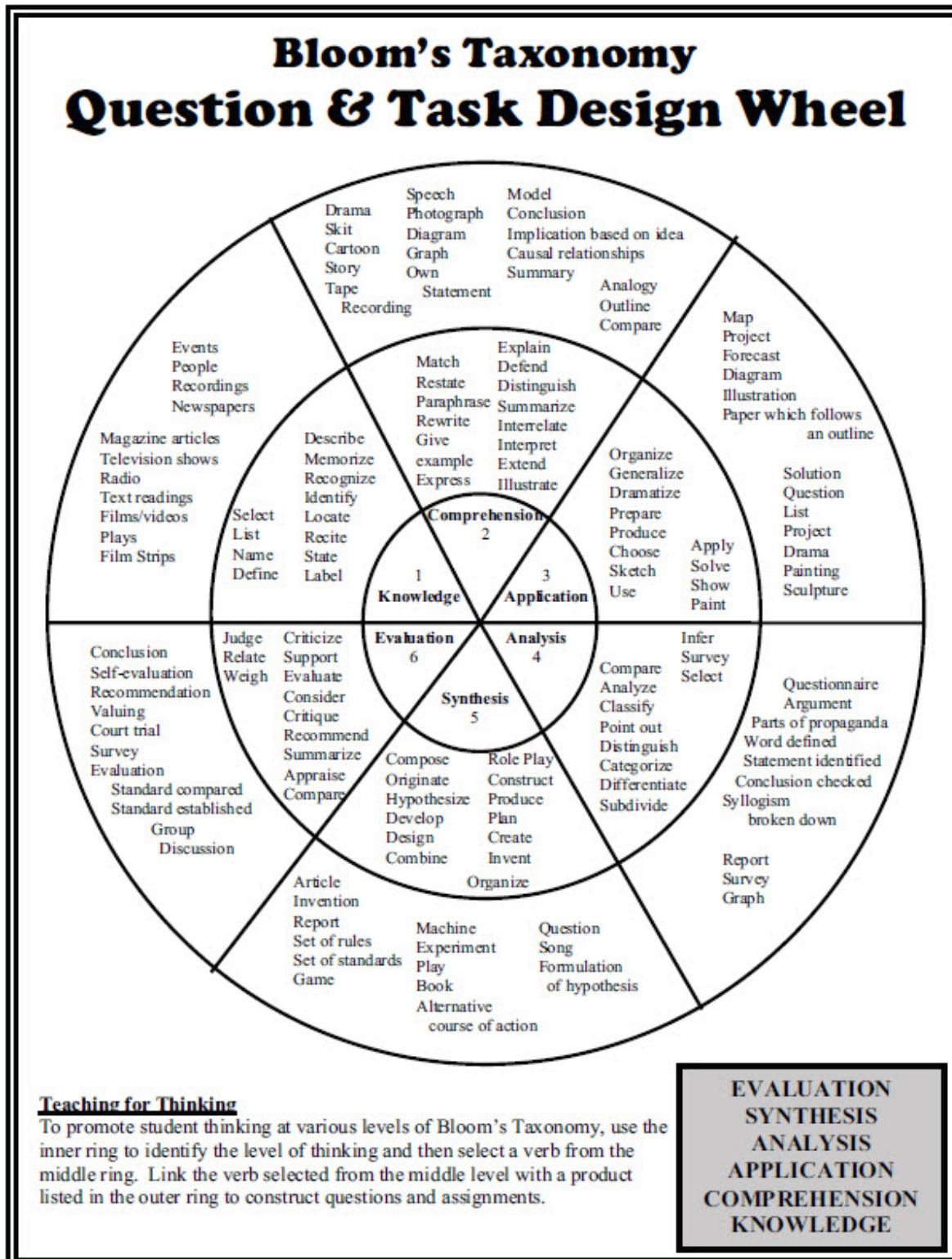
- Is there a feedback mechanism for participant critique / comments at the end of the training?
- Does the lesson plan include a true impact assessment component?
- Does it measure immediate impact? (during learning event)
- How is this accomplished?
- Does it measure intermediate impact? (assess behavior change on job)
- How is this accomplished?
- Does it measure ultimate impact? (assess agency benefit)
- How is this accomplished?

Suggested Instructional Strategies and Bloom's Taxonomy



<ftp://ftp-fc.sc.egov.usda.gov/NEDC/isd/taxonomy.pdf>

Bloom's Taxonomy Question and Task Design Wheel



<http://www.cesa7.org/tdc/documents/bloomswheelforactivestudentlearning.pdf>

Delivery



Ice Breakers

Definition

A short interactive activity designed to help participants overcome initial anxiety in a training session and/or acquaint the participants with one another.

Purpose

To start a session out with a fun activity. The icebreaker may be tied to specific topics or training goals.

Tip

While a useful tool in itself, the icebreaker really comes into its own in situations where tension or resistance exists within a group.

Energizers

Definition

A short activity that develops readiness for the next session or learning event.

Purpose

Energizers are most commonly used after a break or lunch to stimulate or refocus the group.

Tip

Many energizers involve some form of physical activity, so they are a useful way to counter lethargy. Others use “mental distancing” activities, best for transitioning from one topic to another.

Jolts!*

Definition

“Brief activities that challenge (and maybe push, jar, and sometimes shock) participants to re-examine their comfortable assumptions and habitual practices.”

Purpose

Help engage participants and focus attention on learning the learning event.

Tip

Well suited for use with tough topics, such as change, diversity, and personnel issues.

*Thiagarajan, Sivasailam and Tracy Tagliati: Jolts!, 2011. Pfeiffer, San Francisco

Lecture / Lecturette

Definition

A short talk that provides an explanation of a principle, model, or process that is pertinent to the participants' current learning needs.

Purpose

Provide a common language bond between the trainer and participants by providing a mutual frame of reference.

Tip

Useful for introducing an event, topic, or activity; or for wrapping up the same. Can be done easily via distance learning.

Facilitation

Definition

To take on the role of engaging participants in a process, such as a discussion or an activity

Purpose

Provide a participative environment where learning takes place primarily from peers, and from an activity or process itself, as opposed to being provided by the trainer.

Tip

A good facilitator "guides from the side," helping the group to achieve (and sometimes to establish) learning objectives without inserting direct input.

Checks for Understanding

Definition

Periodically taking the time to ensure that participants are "on the same page" as the trainer.

Purpose

To keep participants involved and to make sure no one gets lost, especially before moving on to another topic.

Tip

Checks for understanding can be done informally, by watching body language and gauging responses. They can also be accomplished by co-trainers.

Modeling

Definition

When a trainer or trainers perform a skill precisely as it is supposed to be done.

Purpose

To show a picture-perfect example of a skill with the intent of participants attempting to follow suit as they try out the skill for themselves.

Tip

Trainers should always practice their models before conducting them. It is critical that they are accurate, as participants will do what they see.

Guided Practice

Definition

Participants are given an opportunity to practice a new skill with trainer(s) at hand to provide helpful, instantaneous instruction.

Purpose

Participants can try out something new in a safe environment, where mistakes are no more than opportunities to learn.

Tip

Guided practice should always be preceded by modeling, and followed by feedback.

Feedback

Definition

The constructive delivery of information on how well an individual performed a given task, and what improvements can be made.

Purpose

Help the participant or group improve their performance!

Tip

Peer feedback can be very effective, but should be facilitated by the trainer.

Independent Practice

Definition

Participants apply what they learned in class in a real life situation. Homework.

Purpose

Participants transfer learning into performance.

Tip

It is a good idea to follow up on independent practice assignments.

Role Play

Definition

A technique in which people assume a role in a situation, and then the way in which the role was performed/approached is discussed.

Purpose

To try out a procedure or skill in a situation, while maintaining physical/mental safety.

Tip

Role plays can easily be repeated, especially after feedback, or after introducing a new idea or suggesting different technique.

Simulations

Definition

A methodology by which participants are inserted into a situation that mimics reality, and are expected to perform as they would in a real life situation.

Purpose

To study/rate participant performance in a situation that comes close to what they may encounter on the job.

Tip

Often used as a final test to determine if K/S/A's have been mastered.

Case Study

Definition

A presentation, in narrative form, of an actual event that has occurred inside of an organization.

Purpose

Develop critical analysis and decision-making skills.

Tip

Use case studies when the goal is to enable participants to apply previously learned material to the circumstances in the case.

Performance Aids

Definition

Any item (pictures, a checklist, a fillable form, etc.) that can help participants remember and apply learning.

Purpose

To assist in the transfer of training into performance.

Tip

Try to create/find at least one performance aid for every training you do.

Coaching

Definition

Guidance from an expert in the performance of job tasks.

Purpose

Staff receive direct feedback and advice as they perform tasks.

Tip

Coaches give staff assignments to help them implement learning and continue in their professional development.

Learning Development Plans: Continued Practice and Feedback

Definition

The creation of a specific and strategic plan to implement learning on the job.

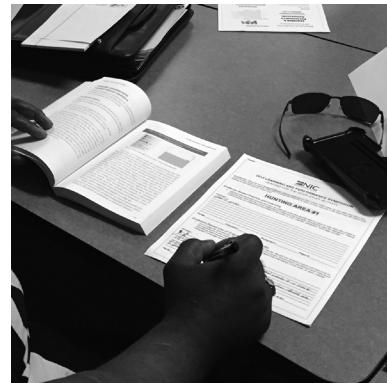
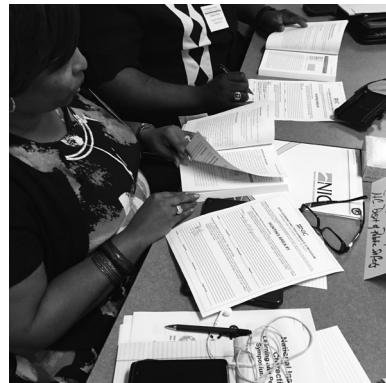
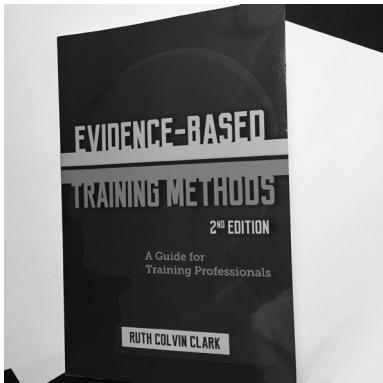
Purpose

Transfer of training!

Tip

Should contain S.M.A.R.T. goals, and should include a process for follow up.

Many of these definitions were adapted from Lawson, Karen: The Trainer's Handbook, Updated Edition, 2009. Pfeiffer, San Francisco.



PURPOSE

Participants became familiar with a variety of evidence-based practices detailed in Ruth Colvin Clark's book as they explored chapters of the book to find answers to a questions related to evidence based learning and evidence based use of graphics, text and audio.

PROCEDURE

- Using the attached "**Hunting for the Good Stuff Worksheet**", participants at table groups broke up into pairs to complete the activity.
- Each pair selected one of three hunting areas, so that for each table group, all three hunting areas were covered.
- Using Ruth Colvin Clark's book, ***Evidence-Based Training Methods, 2nd Edition***, pairs looked for answers to the questions on the worksheet.

DEBRIEF

When each pair had completed exploring their hunting areas, teams sharing answers for their hunting areas with the rest of the table group.

An answer key is provided after the worksheet.

SUMMARY

Once you know better ... you've got to do better.

HUNTING FOR THE GOOD STUFF

Directions: Using the book **Evidence-Based Training Methods** by Ruth Colvin Clark, break up into pairs and select one of the Hunting Areas to explore. After each small group finds the location of their answers in the book they will report their findings to the entire group.

HUNTING AREA #1

Evidence-Based Practice and Learning

1. Define evidence-based practice and give an example of the first applied field to adopt it. Why does this matter to Learning and Performance in your organization? What are the two types of evidence used for research? *Please include where you located this information in the book i.e., part, chapter, paragraph, and page number.*

Answer:

Location in Book:

Evidence-Based Use of Graphics, Text and Audio

1. Turn to page 82 and take the “What Do You Think?” quiz at the top. Record your answers below and then hunt for the explanations in the chapter. Record the book answers next to yours. Did you learn something new? Was there anything that surprised you? *Please include where you located this information in the book, i.e., part, chapter, paragraph, and page number.*

Answers: What Do You Think?

1. Not all visuals are equally effective.
2. Decorative visuals added for interest increase motivation and learning?
3. Often, a simple visual like a line drawing is more effective than a more realistic depiction, such as a photograph.
4. Learner-generated drawings can improve learning.

Location in Book:

HUNTING AREA #2

Evidence-Based Practice and Learning

2. What is cognitive load and what are the three forms of it? How does this relate to working memory and what is your job as a learning professional? *Please include where you located this information in the book, i.e., part, chapter, paragraph, and page number.*

Answer:

Location in Book:

Evidence-Based Use of Graphics, Text and Audio

3. What is the rationale behind Graphic Guidelines 1 & 2 on pages 84 and 86? What cognitive load is promoted through the use of diagrams, increasing student learning? Why do novice learners benefit most from the use of relevant graphics? *Please include where you located this information in the book i.e., part, chapter, paragraph, and page number.*

Answer:

Location in Book:

HUNTING AREA #3

Evidence-Based Use of Examples and Practices

1. What is working memory and why is it important? Try the short experiment starting on page 47. What are the three key features that this exercise reveals? *Please include where you located this information in the book, i.e., part, chapter, paragraph, and page number.*

Answer:

Location in Book:

Evidence-Based Use of Graphics, Text and Audio

1. Explain the evidence behind Graphic Guideline 4 on page 92. How could you apply this guideline to your training delivery methods? Please provide one specific example for each person in your work group. *Please include where you located this information in the book, i.e., part, chapter, paragraph, and page number.*

Answer:

Location in Book:

HUNTING FOR THE GOOD STUFF

Directions: Using the book **Evidence-Based Training Methods** by Ruth Colvin Clark, break up into pairs and select one of the Hunting Areas to explore. After each small group finds the location of their answers in the book they will report their findings to the entire group.

HUNTING AREA #1

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1. Define evidence-based practice and give an example of the first applied field to adopt it. Why does this matter to Learning and Performance in your organization? What are the two types of evidence used for research? *Please include where you located this information in the book i.e., part, chapter, paragraph, and page number.*

Answer: Evidence based practice is the process of using scientifically researched methods and procedure that have been proven, through the scientific method, to make a significant impact on a targeted learning group. Evidence based practice was first used in the medical field around 1628.

The two types of evidence used for research are Academic and Practitioner Evidence.

Part#:1 Chapter#:1 Paragraph:1 Page #:4 and Part#:1 Chapter#:2 Paragraph:4 Page #:27

Evidence-Based Use of Graphics, Text and Audio

1. Turn to page 82 and take the “What Do You Think?” quiz at the top. Record your answers below and then hunt for the explanations in the chapter. Record the book answers next to yours. Did you learn something new? Was there anything that surprised you? *Please include where you located this information in the book, i.e., part, chapter, paragraph, and page number.*

Answers: What Do You Think?

1. Not all visuals are equally effective.
 - a. True: see page 98 for detailed answer.
2. Decorative visuals added for interest increase motivation and learning?
 - a. True and False: see page 99 for detailed answer.
3. Often, a simple visual like a line drawing is more effective than a more realistic depiction, such as a photograph.
 - a. True: see page 99 for detailed answer.
4. Learner-generated drawings can improve learning.
 - a. True: see page 99 for detailed answer.

Part#: 2 Chapter#: 5 Paragraph:1-3 Page #:98 and 99

HUNTING AREA #2**Evidence-Based Practice and Learning**

2. What is cognitive load and what are the three forms of it? How does this relate to working memory and what is your job as a learning professional? Please include where you located this information in the book, i.e., part, chapter, paragraph, and page number.

Answer: Cognitive load is a theory that explains the features of working memory and its relationship with long term memory. The three forms of it are intrinsic, extraneous, and germane. Cognitive load relates to working memory in that if working memory gets overloaded learning is disrupted.

The job of the learning professional is to optimize the three types of cognitive loads.

Part#:1 Chapter#:3 Paragraph:4 Page #:54 and Part#:1 Chapter#:2 Paragraph:4 Page #:27

Evidence-Based Use of Graphics, Text and Audio

3. What is the rationale behind Graphic Guidelines 1 & 2 on pages 84 and 86? What cognitive load is promoted through the use of diagrams, increasing student learning? Why do novice learners benefit most from the use of relevant graphics? Please include where you located this information in the book i.e., part, chapter, paragraph, and page number.

Answer: Research shows that learners who studied lessons with text and graphics made higher percentages of inferences which stimulated deeper psychological engagement. Germane cognitive load is promoted through the use of graphics. Novice learners benefit most from using relevant graphics because of their lack of prior knowledge of a subject or content area.

Part#:1 Chapter#:5 Paragraph:1 Page #:84 and Part#:1 Chapter#:3 Paragraph:2 Page #:57 and Part#:1 Chapter#:2 Paragraph:1 Page #:33

HUNTING AREA #3**Evidence-Based Use of Examples and Practices**

1. What is working memory and why is it important? Try the short experiment starting on page 47. What are the three key features that this exercise reveals? Please include where you located this information in the book, i.e., part, chapter, paragraph, and page number.

Answer: Working memory is where conscious thought occurs and is important because it is the engine and bottle neck for long term memory retention and active learning. The three key features of working memory are Active Processing, Limited Capacity, and Dual Channel

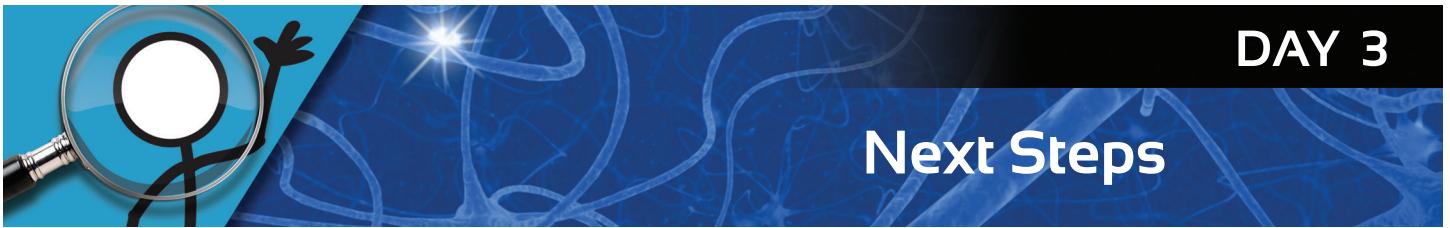
Part#:1 Chapter#:3 Paragraph:3 Page #:47 and Part#:1 Chapter#:3 Paragraph:3 Page #:49

Evidence-Based Use of Graphics, Text and Audio

1. Explain the evidence behind Graphic Guideline 4 on page 92. How could you apply this guideline to your training delivery methods? Please provide one specific example for each person in your work group. Please include where you located this information in the book, i.e., part, chapter, paragraph, and page number.

Answer: When learners have a lack of prior knowledge with a content area, a simple relevant graphic that depicts a relationship with the content is best. This reduces extraneous loads that make learning more demanding by over loading the working memory of the brain.

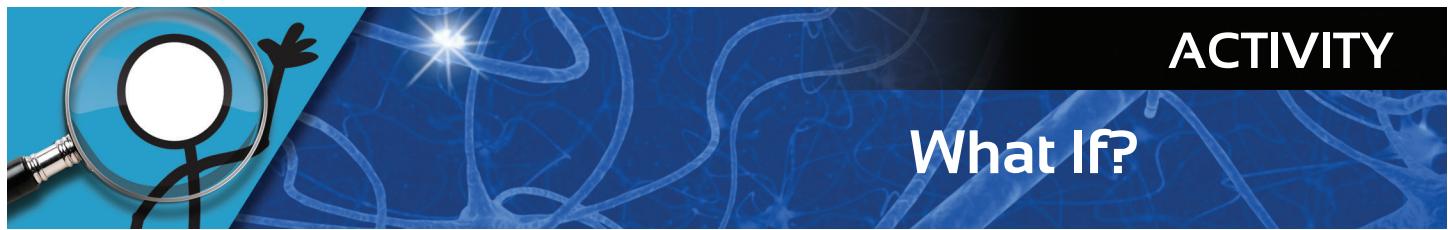
Part#:1 Chapter#:5 Paragraph:2 Page #:91 and Part#:1 Chapter#:3 Paragraph:2 Page #:55



DAY 3

Next Steps





ACTIVITY

What If?

PURPOSE

Using a gameboard discussion format, participants identified the benefits of implementing learning and performance innovations to improve outcomes.

PROCEDURE

- Participants used the attached "What If?" gameboard as part of this discussion based activity.

- For each table group, the leader selected a first question from the "What If?" gameboard (on the following page) for the table group to discuss.

- The small group discussed the question to exhaustion, then moved to the next question on the gameboard.

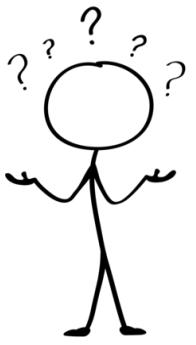
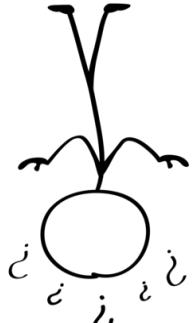
- As teams worked through the variety of "what if" scenarios they identified the benefits of making each proposal a reality for their organizations.

- The group continued discussing questions as time permitted.

- In addition to answering the gameboard questions, participants also tried to identify the principle and/or evidence behind each proposal.

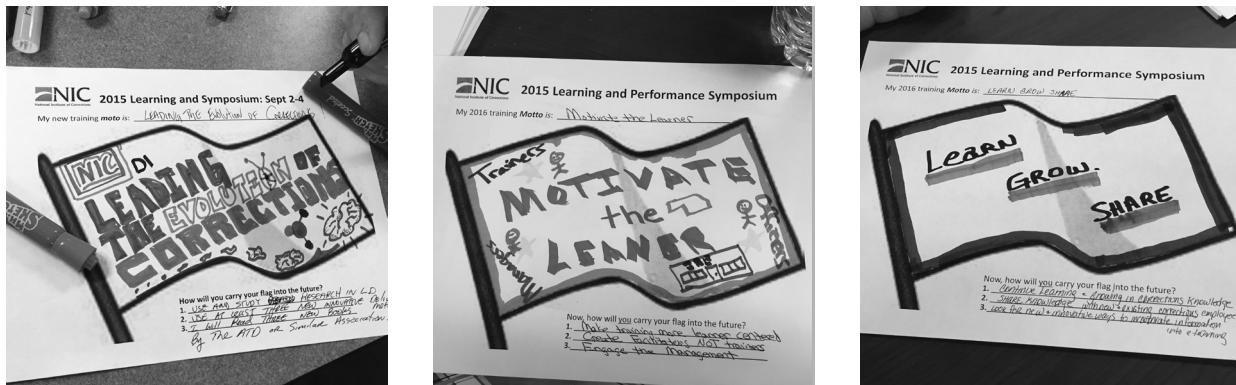
- RULE: The words "can't" and "won't" were forbidden during discussions.

- Participants assumed each of the proposals WILL be done, and therefore, they CAN make them happen.

<p>What if you combined multiple content areas into one simulation with a comprehensive debrief to cover content?</p>		<p>What if coaching was used as a way to deliver learning outside the classroom?</p>
<p>What if you flipped your classroom?</p>	<h1>What if</h1>	<p>What if your annual training (in-service) requirements were taught exclusively with role plays and scenarios?</p>
<p>What if training requirements? to meet training complete in order to meet training requirements?</p>	<p>What if every employee had an individual self-directed learn plan (i.e. syllabus) to complete in order to meet training requirements?</p>	<p>What if a pre-test determined which courses employees actually complete?</p>
<p>What if your pre-service training was only four hours a day?</p>	<p>What if you could cover basic content with a job aid?</p>	<p>What if you could only use “demonstration” to test participants on content?</p>
<p>What if you could deliver content on demand in mini modules?</p>		



Lead the Charge! Carry the Flag!



PURPOSE

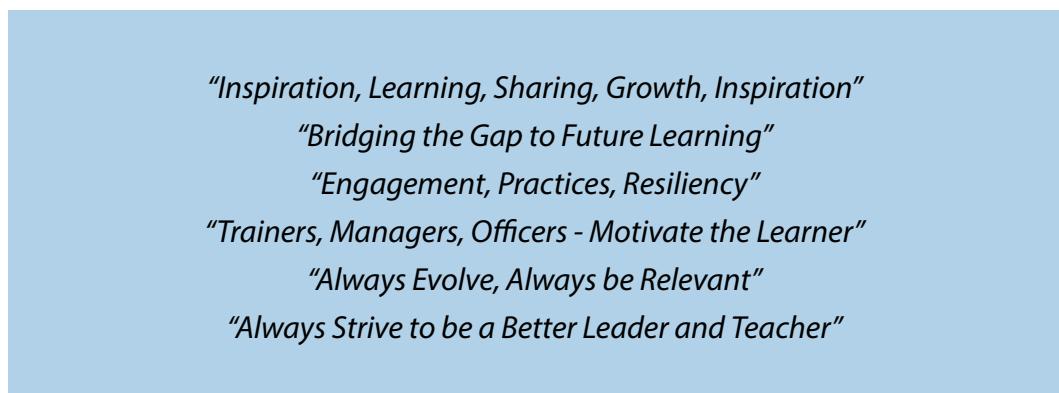
Participants revisited and reinforced their personal motto or personal statement of intent regarding learning and performance that they created at the beginning of the symposium, then designed the learning and performance flag they will carry and identified ways they will implement innovations.

PROCEDURE

- Using the attached "***Lead the Charge! Carry the Flag!***" worksheet, each participant wrote the motto or personal statement of the commitment they created on day 1 of the symposium at the top of the paper.
- Each participant designed a flag representing their commitment to learning and performance innovations within their agencies.
- Beneath the flag design, participants listed three ways they plan to "carry their flag" into the future as they implement learning and performance innovations.
- Participants shared their flags and action plans with members of their table group. Several were selected to share with the large group.

DEBRIEF

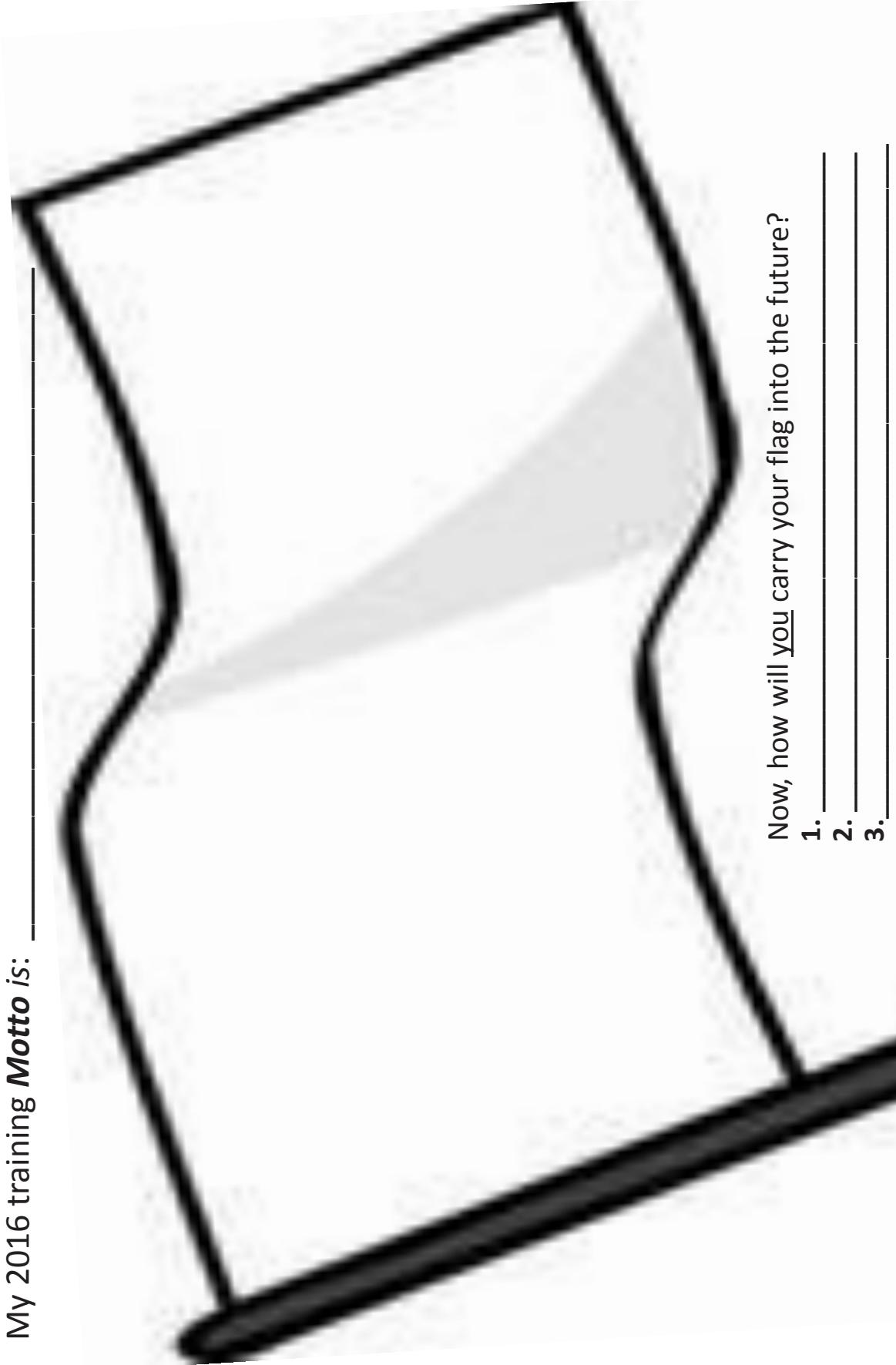
The following are a variety of flag themes created by participants.





2015 Learning and Performance Symposium

My 2016 training *Motto* is:



Now, how will you carry your flag into the future?

1. _____
2. _____
3. _____



PURPOSE

Participants had an opportunity to share their mottos, flag themes and plans for implementing innovations in their agencies as they highlighted their personal take-aways from the symposium.

PROCEDURE

Participants volunteered to share their final take-away inspirations and action plans for implementing innovations in training and learning delivery.

DEBRIEF

The following are a variety of closing town hall comments shared by symposium participants.

"We can do this as a team with confidence and pride."

"We will begin working with staff and leadership to get them on board for implementing innovative ideas."

"This is where we are starting: developing innovative, active and evidence-based learning."

"If it's true that 90% of the workforce feels disengaged, they need to be mojo-vated. My goal for 2016 is mojo-vation!"

"In corrections, we can always name the negativity, but 3/4ths of this symposium has been focused on solutions. Having a solution focus is extremely important for me - pointing out what I am doing right, while simultaneously offering solutions. Please keep doing that!"



SYMPOSIUM PARTICIPANTS

Borchers, James
Employee Development Manager
Training Division
Las Vegas, NV

Braigis, Wendy
Supervisor/Training Coordinator
Chester County Adult Probation & Parole
West Chester, PA

Clark, TyJunia
Training Administrator
Arkansas Department of Community Correction
Pine Bluff, AR

Closterman, Sherry
Training Officer-Juvenile Services
Johnson County
Olathe, KS

Davis, Terence
Director
Tennessee Department of Corrections
Nashville, TN

Francis, Susan
Training Supervisor
Arkansas Community Correction
Pine Bluff, AR

Fairley, Karen
NC Dept. of Public Safety
NC Savan Administrator
Raleigh, NC

Hansen, Stephanie
Corrections Sergeant - Training and Policy Unit
King County
Seattle, WA

Knowles, Timothy
Director of Training and Staff Development
Cheshire County Department of Corrections
Keene, NH

Lefevre, William
Lieutenant
LPSO
Lafayette, LA

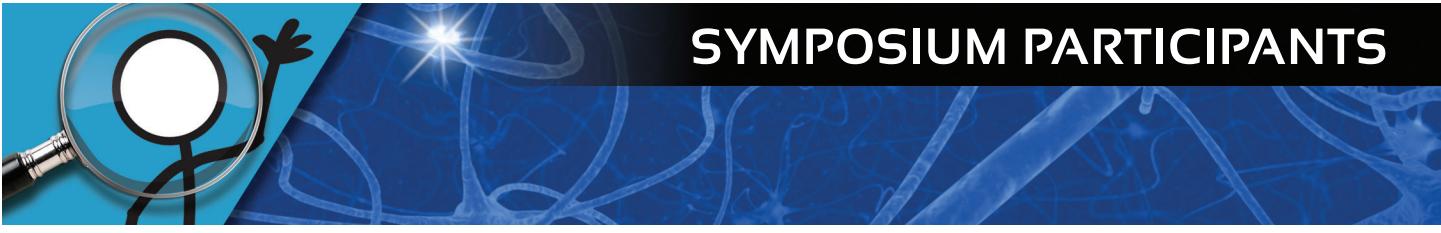
Lewis, Stephanie
Facility Training Coordinator
Putnam County Sheriff's Department
Cookeville, TN

Caron, John
Director of Training and Recruitment
Sullivan County DOC
Claremont, NH

Carrio Westby, Daedra
Training Manager
Montgomery County Dept. of Correction & Rehab.
Boyds, MD

Dooley, Michael
Director, Training
Elizabethtown, PA 17022

Caballero, Vicente
Academy Instructor/International Instructor
State of New Mexico
Santa Fe, NM



SYMPOSIUM PARTICIPANTS

Foreman, Paul Training Specialist 2 Iowa Department of Corrections / Iowa Corrections Learning Center Des Moines, IA	Humphries, Leila Instructor NC DEpt of Justice Edneyville, NC
Furdyna, Kristen Certification Manager American Correctional Association Alexandria, VA	Jackson, Najla Marisha Training Specialist III Texas Department of Criminal Justice Austin, TX
Gregg, Michael Basic Detention Academy Sergeant Maricopa County Sheriff's Office Phoenix, AZ	Jesperson, Julie Program Specialst II Texas Department of Criminal Justice Victim Services Division Austin, TX
Young, KeVon Management Development Specialist Maryland Department of Public Safety and Correctional Services Sykesville, MD	Kafati, Jaime Captain Denver Sheriff Department Denver, CO
Ferranti, Joseph Field Liaison Supervisor PA Department of Corrections Elizabethtown, PA	Kehoss, Kristine Staff Development Specialist, Sr. WI Department of Corrections Madison, WI
Heiman, Kristi Training Specialist/ Curriculum Developer TDCJ-Community Justice Assistance Division Round Rock, TX	Laperle, Lynn Curriculum Manager Dept. of Corrections Cheshire, CT
Wrubel, Matthew Training & Compliance Sgt. Olmsted County Sheriff- Adult Div. Rochester, MN	Lewis, Oriana Noel Curriculum Developer Washington State Department of Corrections Olympia, WA



SYMPOSIUM PARTICIPANTS

Lillibridge, Nichole
Legal Instructor
BOP
Brunswick, GA 31524

Marsh, Marlene
Training Specialist II
Iowa Department of Corrections
Des Moines, IA

Holevinski, Donald
Human Resource Consultant 3 - Instructor
Washington State Department of Corrections
Monroe, WA

Hunter, David W.
Training Officer
Naval Consolidated Brig Chesapeake, VA
Moyock, NC

Hutsell, David
Training Sergeant for Corrections
Rutherford County Sheriff's office
Murfreesboro, TN

Jordan, Jason
Field Resource Liaison
PA Department of Corrections
Elizabethtown, PA

Caballero, Vicente
Academy Instructor/International Instructor
State of New Mexico
Santa Fe, NM

Wright, Kathryn
Human Resources Specialist
Department of Personnel
St. Louis, MO

Anderson, Brian
Program Manager
MD Department of Juvenile Services
Sykesville, MD

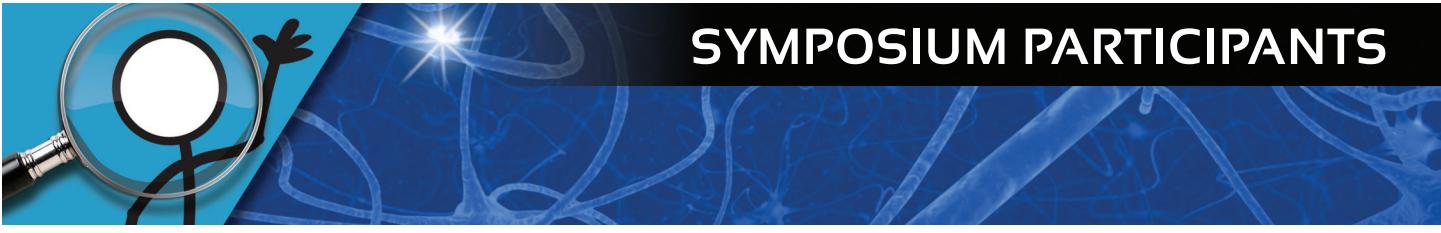
Bunger, Alex
Program Manager
DFO Community Corrections
Rochester, MN

Ade, Matthew
Director of Training and Staff Development
Texas Dept. of Criminal Justice
Austin, TX

Cruz, Edwin
Director of the Phila Prisons Training Academy
Philadelphia Prisons System
Philadelphia, PA

Newhouse, Angie
Director of Training
Maine Department of Corrections
Augusta, ME

Ezzell, Stevie
Lieutenant
Western Tidewater Regional Jail
Suffolk, VA



SYMPOSIUM PARTICIPANTS

Fedor, Abby
Deputy Chief Probation and Parole Officer
Adult Probation and Parole
Troutville, VA

Greiner, Christopher
Supervisory Instructor
Buruea of Prisons DOJ
Brunswick, GA

Gay, Gerald
Training & Development Officer
Philadelphia Juvenile Justice Services Center
Philadelphia, PA

Hohn, Jeanine
Professional Development Unit Administrator
Oregon Department of Corrections
Salem, OR

Wright, Kathryn
Correctional Training Coordinator
Division of Corrections
St. Louis, MO

Dougherty, Jim
Learning Tech & Web-Based Design
Department of Corrections
Elizabethtown, PA

Briley, Marsha
Deputy Administrator-COMET Teams
MD Dept. of Public Safety & Correctional Services
Baltimore, MD

Gilmore, Andrew
Staff Instructor
Wyoming Law Enforcement Academy
Douglas, WY

Moore, Calvin
Training Coordinator (Sergeant)
Loudoun County Sheriff's Office
Leesburg, VA

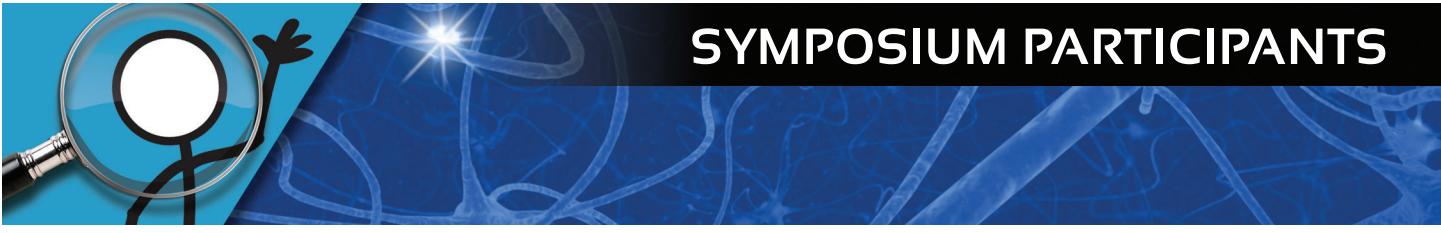
Hinkle, Jerry
Deputy Marshal
Judiciary of Guam
Santa Rita, GU

Sheline, Daniel
Sergeant
Lake County Sheriff's Office
Adult Corrections Facility
Waukegan, IL

Sullivan-Colglazier, Cheryl
Training and Development Unit Administrator
Department of Corrections –
Training and Development Unit
Lacey, WA

Hayes, Samantha
Corrections Sergeant/Training Coordinator
Lafayette Parish Sheriff's Department
Scott, LA

Terlaje, Joey
Deputy Marshal Supervisor
Judiciary of Guam



SYMPOSIUM PARTICIPANTS

Thomas, Greg
Chief Administrator of Employee Services
Oklahoma Department of Corrections
Oklahoma City, OK

Welch, Jennifer
Parole Services Manager
Kansas Department of Corrections
Olathe, KS

Young, KeVon
Management Development Specialist
Maryland Department of Public Safety
and Correctional Services
Sykesville, MD

Wilson, Gary
Division Chief
Law Enforcement/Corrections
Denver, CO

Wiseman, Jim
Chief of Staff Training
Missouri Department of Corrections
Jefferson City, MO

Almager, Kristy
Director
Texas Juvenile Justice Department
Austin, TX

Arbach, Maren
Director of Training
ND DOCR
Bismarck, ND

Boydston, Matthew
Training Officer
Johnson County Department of Corrections
New Century, KS

Bridge, Joseph
Director of Training and Development
Virginia Department of Juvenile Justice
Palmyra, VA

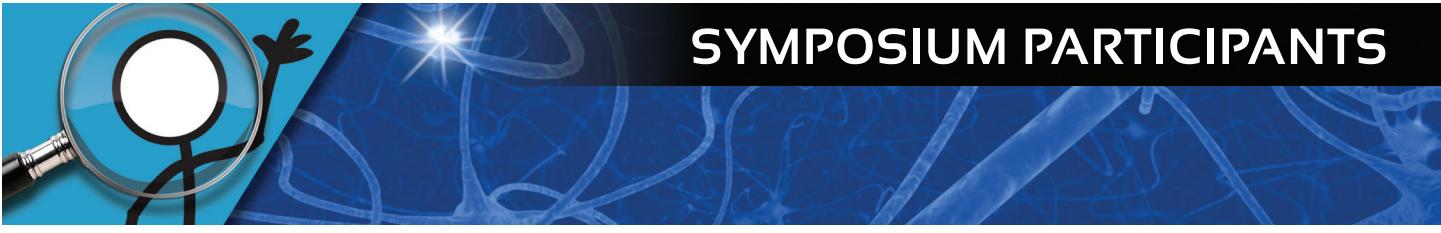
Wolfer, Karianne
Director of Correctional Practices
North Dakota Department of Corrections &
Rehabilitation
Bismarck, ND

Callas, Randy
Basic Training Supervisor
Arkansas Department of Correction
England, AR

Carson, Joan
Associate Director of Training
Colorado Department of Corrections/ CTA
Canon City, CO

Casto, Ronald
Deputy Director of Training
West Virginia Division of Corrections
Glenville, WV

Creighton, Alecia
Training Section Chief
Prince George's County Department of Corrections



SYMPOSIUM PARTICIPANTS

Davis, LaVance
correction officer/Training officer
DAJD Training & Policy Unit
Seattle, WA

Diaz, Leo
Senior Probation Officer
Judiciary of Guam
Barrigada, GU

Blakely, Shane
Correctional Captain
Maine DOC
Aususta, ME

Mason, Jabina
Curriculum Developer
Federal Bureau of Prisons
Odenton, MD

McGaha, Pattie
Curriculum Developer
Federal Bureau of Prisons
Glynco, GA

Meade, Valerie
Risk Reduction Coordinator
Johnson County Department of Corrections
Olathe, KS

Medrow, Steven
Curriculum Design Manager
Missouri Department of Corrections
Jefferson City, MO

Meskill, Michael
Training/Personnel Supervisor
Jackson County Department of Corrections
Kansas City, MO

Mestad, Rachel
Training Coordinator
Johnson County Department of Correction
Olathe, KS

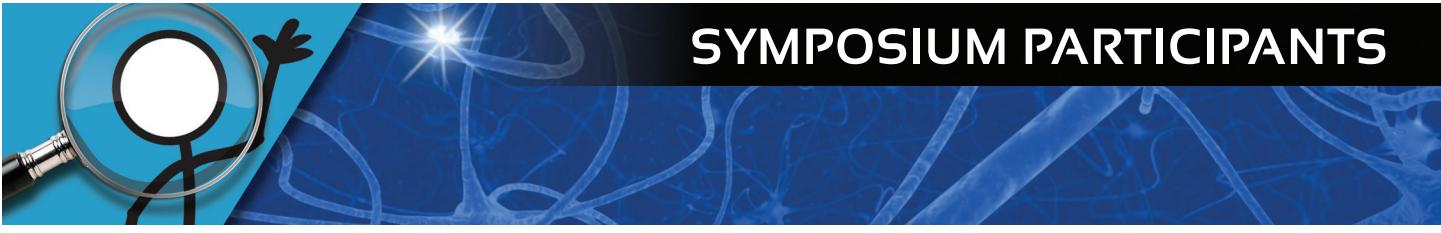
Cagle, Derrell
Asst. Jail Administrator
Rutherford County Sheriff's Office
Franklin, TN

Coellner, Denison
Staff Development Coordinator
Kansas Department of Corrections
Ellsworth, KS

Harrington, Desiree
Sheriffs Training Specialist
San Bernardino County Sheriff
Rancho Cucamonga, CA

Naputi, Vicente
Deputy Marshal Sergeant
Judiciary of Guam
Inarajan, GU

Naumann, Paul
Academy Instructor
State of New Mexico
Santa Fe, NM



SYMPOSIUM PARTICIPANTS

Wilson, George
 Basic Detention Academy Curriculum
 Coordinator
 Maricopa County Sheriff's Office
 Phoenix, AZ

Nee, John
 Sergeant
 Norfolk County Sheriffs Office
 Dedham, MA

Neissl, David
 Regional Training Manager
 Dept. Of Corrections
 Walla Walla, WA

Martin, Adam
 Firearms Instructor
 Bureau of Prisons / Department of Justice
 Brunswick, GA

Rosenfeld, Gary
 Training Officer II
 Nevada Department of Corrections
 Indian Springs, NV

Deal, Chris
 Facility Coordinator and Program Coordinator
 Rutherford County Sheriff's Office
 Murfreesboro, TN

Nieves, Anderson
 Firearms Instructor
 BOP
 Brunswick, GA

Norris, Peter
 Training Academy Manager
 Training Academy
 Rawlins, WY

Blair, Aaron
 Training Lt.
 Wyoming Dept of Corrections
 Rawlins, WY

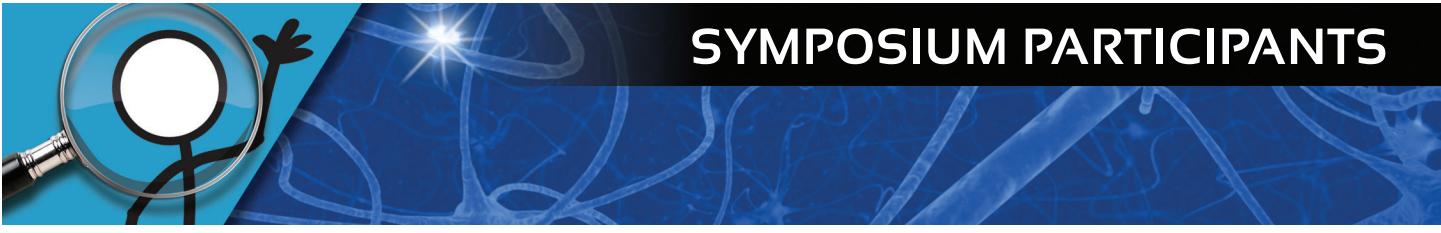
Patel, Kishore
 Training Specialist
 San Bernardino Sheriff's Department
 Rancho Cucamonga, CA

Pauzer, Edwin
 Training Management Specialist
 New York City Department of Correction
 Middle Village, NY

Pegher, Lauren
 Supervisor
 Allegheny County Adult Probation
 Pittsburgh, PA

Perdue, Randy
 Director of Training
 Division of Corrections
 Glenville, WV

Porter, Charles
 Sergeant
 Western Tidewater Regional Jail
 Suffolk, VA



SYMPOSIUM PARTICIPANTS

Probus, Denise
Assistant Supervisor Training
Kentucky Department of Corrections
Louisville, KY

Ramirez, Felix
Lieutenant
Connecticut Department of Correction
Cheshire, CT

Ramirez, Paula
Regional Training Administrator
MO Dept of Corrections
Farmington, MO

Reveal, Tracy
Superintendent
Ohio Dept of Rehabilitation & Correction
Orient, OH

Rice, Adam
Training Supervisor
Scotts Bluff County Detention Center
Scottsbluff, NE

Richards, Maria
Correctional Officer Training Instructor
Rhode Island Department of Corrections
Dayville, CT

Ridgle, David
Detention Supervisor/Training Coordinator
Irving Police Department
Irving, TX

Moore, Bryan
Operations Major
Denver Sheriff Department
Denver, CO

Wedige, Jerid
Probation Education Director
Nebraska Supreme Court
Lincoln, NE

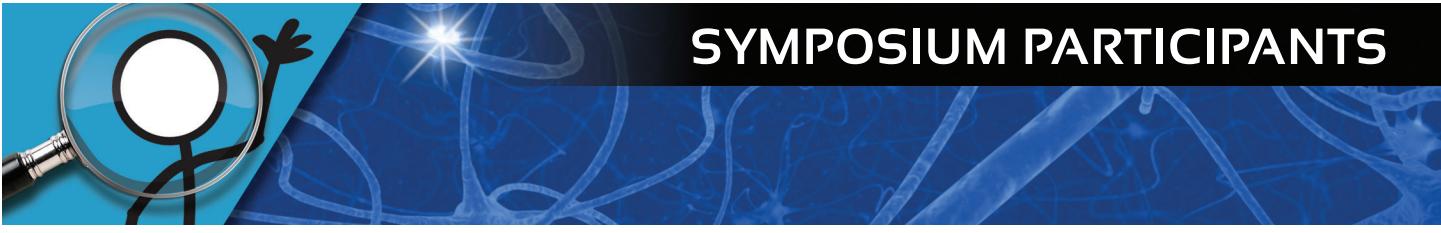
Roberts, Kevin
Sergeant
Greenville County Department of Public Safety
Inman, SC

Romo, Leonard
Training Sergeant
Hualapai Juvenile Detention and Rehab Center
Kingman, AZ

Campbell, Denison
Parole Supervisor / Training Coordinator
Nebraska Department of Correctional Services
Lincoln, NE

Sachs, Jane
Correctional Training Director
MD Police and Correctional Training Commissions
Sykesville, MD

Webb, Christopher
Programs Training Chief
WV Division of Corrections
Princeton, WV



SYMPOSIUM PARTICIPANTS

Sattler, David
Unit Supervisor
Spokane County Juvenile Court
Spokane, WA

Sawyer, Christopher
Second Lieutenant
Loudoun County Sheriff's Office
Leesburg, VA

Scheffert, Laura
Executive Officer
Iowa DOC
Coralville, IA

Schmidt, Kent
Staff Skills Development Coordinator
Larned Correctional Mental Health Facility
Larned, KS

Waltman Spreha, Kelly
Director of Training and Graduate Education
Juvenile Court Judge's Commission
Shippensburg, PA

Schutz, Victoria
Detention Officer
Maricopa County Sheriff's Office
Phoenix, AZ

Scott, Melanie
Curriculum Developer
Kansas Department of Corrections
Topeka, KS

Sears Jr., Phillip
Instructor/Trainer
MD Dept. of Public Safety and
Correctional Services
Baltimore, MD

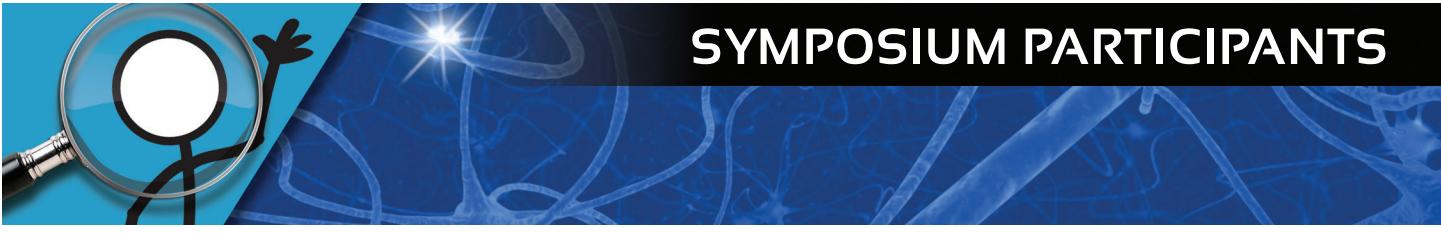
Signor, Trish
Training Director
Dept. of Corrections Learning Center
Des Moines, IA

Smith, Jerri
Training Supervisor
Virginia Department of Juvenile Justice
Chester, VA

Snodgrass, Julie
Staff Development
Kansas Department of Corrections –
Larned Juvenile Correctional Facility
Larned, KS

Stalkus, Sara
Training Coordinator
New York City Department of Correction
Middle Village, NY

Sturdy, Ken
Training & Development Manager
Nebraska Department of Correctional Services
Lincoln, NE



SYMPOSIUM PARTICIPANTS

Brown, Brian
Superintendent
Peoria County
Peoria, IL

Swank, Karen
Training Instructor
Massachusetts Department of Correction
Milford, MA

Galbraith, Becky
Staff Development Manager
Kansas Department of Corrections
Topeka, KS

Sweney, Chris
Accreditation Manager
Douglas County Department of Corrections
Omaha, NE

Thacker, Cindy
Staff Development Director (Ret.)
Raleigh, NC

Gerstein, Donald
Staff Development Specialist
Montana State Prison
Deer Lodge, MT

Gregory, Alan
Staff Development Co-ordinator
MDOC
Warren, ME

Toy, Stacey
Placer County Sheriff's Office
Roseville, CA

Turley, Spencer
Assistant Regional Administrator
Utah Department of Corrections
SLC, UT

Vasquez, Sandra
Training Coordinator
Harris County Pretrial Services
Houston, TX

Wadhwani, Neelam
Program Manager
Office of the Sheriff/DOC
Milpitas, CA

Walsh, Michelle
Training Officer
Maloney Center for Training & Staff
Development
Cheshire, CT