

Committed to excellence, transforming today's students into tomorrow's innovative training professionals

TRAINING CENTER PETALUMA INSTRUCTIONAL SYSTEMS SCHOOL

ISS NEWSLETTER

WINTER 2008-09

FROM THE SCHOOL CHIEF THE FUTURE IS NOW OR "THE NEW WAVE"

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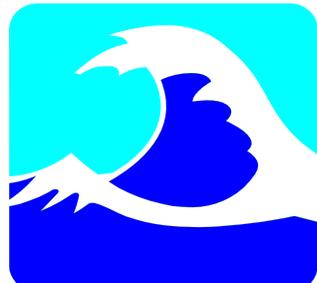
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By CWO Michelle Criste

We are welcoming in a new year, a new Commander in Chief and some new products as well. For months we have been saying "in the future we will improve IDC" or "In the future we will have a database to track our Novice ~ Master Program. Well, the future is now! In February we are rolling out our improved Instructor Development Course (IDC) that includes canned lesson plans, new media modules and advanced workshops. Many of the ideas for improvements originated at the HPT conference last year when BMC Dave Padley facilitated a discussion group. We are also very happy to report that the Instructor

Professional Development Program (IPDP) or as we call it "Novice ~ Master" Program has become part of the Petaluma culture. We have seen instructor evaluations improve; participation increase and School Chief and Branch Chief support grow stronger. To date we have qualified 23 Master Training Specialists who act as force multipliers for our staff. Now we even have a database that tracks and provides reports on all aspects of the Novice ~ Master Program, it is called "Instructor Continuing Education Tracker (IceT)". Now we have quantitative data readily available to monitor and make decisions regarding the elements of the Novice ~ Master Program. School Chiefs and

Branch Chiefs have up to date reports at their fingertips on every instructor in the training division. This information can be used in a variety of ways to help manage professional development and reward our people. I can feel the momentum building already this year, it's a new wave and we are looking forward to an awesome ride.



CALENDAR

- MTS Pre-Kick Off
March 11th, JNB
Room 334 @ 1500
- MTS Kick Off
March 18th Bldg 570,
Room 202, @ 1500



CONGRATULATIONS TO TRACEN PETALUMA'S NEWEST MASTER TRAINING SPECIALISTS:

- FROM LEFT TO RIGHT;
- OS1 BASQUIN, FSC GOGUEN, MS. BRUNO,
 - OS1 THOMAS, MR. PAYNE, OSC FINK,
 - ETC ROQUEMORE, OS1 WISSMAN,
 - OS1 SPAID, OSC RAMP, ET1 GROVES

ALSO PICTURED ARE;
CAPT HALL, CDR STEPHENSON &
LCDR LINCOLN

MTS CORNER – LIVING YOUR FUTURE

By OS1 James S. Spaid

It has always been a desire of mine to teach; to instruct, impart knowledge, to make a difference. That is one of the reasons that I am at the TRACEN in the first place.

Yet when I first arrived at TRACEN Petaluma 4 years ago I humbly admit that I had not heard of the MTS program. I was unaware that there was even a path of improvement for instructors to take within the Coast Guard. So when the

Instructional Systems School announced a program to promote interest in Master Training Specialists I was genuinely intrigued.

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CAN ANYTHING GOOD COME OUT OF A CAN?

By Mr. Ted Brechbill

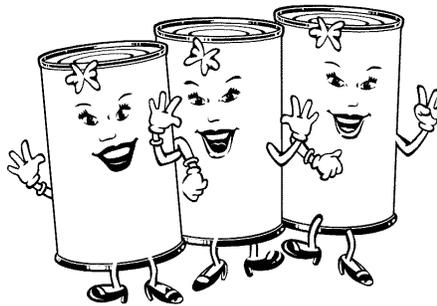
After an afternoon playing in the woods and fields around my house I was ready for dinner. Life as a 12 year old can drum up an appetite, and I had one. Running in the house I asked Mom, "What's for dinner?" "You'll see." was her reply as she poured soup into a pan. I thought to myself, "Canned soup...yuk." Anything out of can just wasn't good.

We can get almost anything out of a can. I've had Korean War vintage canned water. Canned beef stew was a staple in Boy Scouts. I've even had wheel bearings come in a can. There are "canned" solutions to performance problems and "canned" responses to a situation. Canned has morphed into a loose description of the something packaged or contained within a framework, like a "canned" answer to a specific question.

IDC will soon be using prepackaged or "canned" lesson plans. Participants will no longer be developing personal lesson plans in the class, instead they will be given canned

lesson plans to use. They still have a responsibility to customize the lesson plan by adding activities, questions and slides. You may be having thoughts running through your head like the ones I had about canned soup but bear with me.

Canned lessons are closer to what happens when a new instructor



arrives at their unit. Based on our research very few new instructors are tasked with developing lesson plans. Instead they are given a copy of someone's lesson to follow while they back the class. When ready they adjust the lesson plan and take the

stage to train their first block.

Using a canned lesson allows participants more time to spend adjusting or customizing the lesson plan to better fit their emerging training style. Add more questions here, a group exercise their and then a game to really maximize involvement. Customization with a focus on getting the students involved is the foundation for any good training event.

Mom's voice echoed up the stairs, "Dinner is ready." I sat at my plate waiting for the soup, wondering where the bowls were. Imagine my surprise when the canned soup I was expecting was now the bed on which rested a baked ham. Mom customized the soup by adding additional ingredients to create the perfect foundation for the event. Take a canned lesson plan, add additional ingredients and create the perfect foundation for your event. Yes.....good things can come out of a can.

DRINK THE ICET

By Deeann Bruno

Often times we are told to drink the Kool Aid. Here at TRACEN Petaluma we have something better that we call IceT. IceT is the Instructor Continuing Education Tracking Database. The database helps Instructional Systems School (ISS) track and report instructor progress in several programs.

There are at least five different programs at Petaluma that ISS is involved in. They are:

IDC (Instructional Development Course) (IDC is Phase I of the Instructor PQS in accordance with Volume 13

of the USCG Training SOP.

PERJC (Personal Instructional Knowledge Evaluation; Phase III of the Instructor PQS conducted on an Instructor Feedback Form)

EQIP (TRACEN Petaluma requirement for annual review of active instructors conducted on an Instructor Feedback Form)

IPDW (Instructor Professional Development Workshops created by ISS as part of Petaluma's Professional Development programs)

MTS (Master Training Specialist); ISS aids instructors in completing the PQS. We also teach CDC (Course Developer Course) which is one of the PQS items.

We were tracking these different programs on an excel spread sheet which was very labor intensive. In designing IceT we thought of all the customers who

might be able to use this database besides us. As an example, Professional Development workshops are conducted not only by our staff, but also the Information Resource Center and our Leadership series. With the creation of IceT we have combined into one location all the professional development at Petaluma. Now we have a one stop location to get a snapshot of our instructors, schools and courses. IceT sure is sweet and good to drink!



THE PSYCHOLOGY OF COLOR

By BMC Karl Beeman

We have all seen the golden arches of a certain restaurant chain... but have you ever wondered why they chose those colors for their logo? In fact the majority of fast food restaurants choose to use the red/yellow color scheme. Think what colors "jack" is... you know, the talking ball, or the Burger joint that claims to be king...all red and yellow.

Colors consciously and subconsciously change our behavior creating emotional links in our minds. The same manipulations used against us, can also be used in the classroom to get our students "hungry" to learn. Still not convinced? The Berni Corporation changed the background color on their can of root beer and customers reported that it tasted more old fashioned afterwards. The same company changed another soda from a red can to green and white...sales rose 25%.¹

How can we use color in the classroom to get the results we desire? The choice of marker, the color of the posters we print, and the background color of our PowerPoint's are several ways colors affect the psychology of our students.

So what do colors mean? Color psychology varies with different cultures, but the following list is most accurate according to U.S. Research.²

BLACK...a favorite for the classroom due to the ease of readability is also the color of authority and power. Black implies submission and finality. It does not bear well for brainstorming

ideas or asking for input.

RED is the most emotional color and should be used with caution and sparingly because it stimulates a rapid heartbeat and increases breathing. Red gets noticed as the eye is attracted to the this color and should be used to highlight important information. It also stimulates the appetite and is a favorite color for inside restaurants.

BLUE...a favorite color we all wear in the classroom due to our service regulations, is in fact one of the most popular colors. Blue causes the opposite reaction as red by depressing the appetite. Blue is seen as peaceful and tranquil causing the body to produce calming chemicals. Studies show productivity increases in blue rooms and a weightlifter can lift more weight in a blue room.

GREEN is another popular choice and symbolizes nature and growth. It is the easiest color on the eye and can improve vision. Green can also relax people. Being a relaxed color television shows have a "green room" for their guests to sit in before they go on the air. Hospitals also use green to relax patients. Green is great for brainstorming representing growth and new ideas.

YELLOW is not often seen in the classroom because it is difficult to see. That is good news since studies have shown that people loose their tempers more often and babies cry more when in a yellow room. I was stationed on an 82 foot patrol boat where the interior was yellow. The Master Chief had us repaint the interior light blue. I now know this was his way of telling us to stop whining

and relax. Master Chief's are very wise.

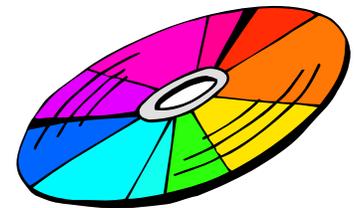
PURPLE is an interesting color choice to use. It represents royalty, but since it is a rare color in nature it can be seen as artificial in meaning. Purple has been shown to increase imagination in children... that explains why Barney the dinosaur is purple.

BROWN is seen as grounded and reliable, but can become boring is overused.

I challenge you to incorporate the use of color in your classrooms and see the difference it can make. The pen you grab, the poster you make or the slide backgrounds you choose...you are manipulating the minds of your students, and after all isn't that why we chose to become instructors?

¹ The Wall Street Journal On Marketing / Ronald Alsop, Bill Abrams, p143. (Homewood, Ill.: Dow Jones-Irwin, c1986

² "Color Psychology." Infoplease. © 2000-2007 Pearson Education, publishing as Infoplease. 09 Jan. 2009 <<http://www.infoplease.com/spot/colors1.html>>



LEAVING A LEGACY

By ITC Mike Porter

What is the best way to leave your "mark" in the world of training? Working on improving your instructor competency through practice and comparing your performance to the Coast Guard instructor competencies is a

good place to start. Another good idea is centering your efforts on the course objectives and enabling objectives to ensure that your students get the most out of the time that they spend with you. In addition ensure that you are available to answer student questions and keep

your ears open to conversations that happen on breaks and during times outside of normal instruction. Develop a rapport with your students so that they

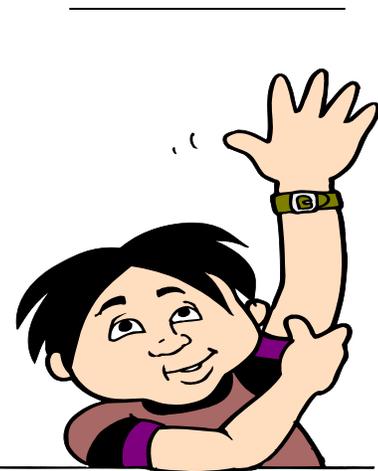
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FRIEND OR FOE?

Leaving a Legacy (cont. from page 3)

feel comfortable approaching you with their concerns and questions. Finally, manage your classroom environment so that it is safe not only physically but also psychologically for all students.

I still remember my "A" school instructors from 18 years ago and have been stationed with some of them. They taught me the skills needed to be successful in the Coast Guard and have passed the responsibility of instructing over to us, strive to become that person our best instructors were to us.



Living Your Future (cont from page 1)

I also admit at that time that I was also fairly intimidated.

The qualifications seemed simple on paper, and yet were deceptively detailed. I had a lot of work going on within my school and was unsure if I could dedicate the time and discipline needed. Fortunately the streamlined qualification program had eased away many of those doubts that I had harbored.

The strongest doubt that remained, however, was one of personal aware-

By AMTC Marc Triglia

If When it happens. No one is exempt! New and seasoned instructors alike will face classroom challenges. As instructors, it is our responsibility to manage an environment that fosters learning and performance (USCG Instructor Competency #7)

Providing a Positive Learning Environment to all students is and should be our goal. There are, however, situations that could totally "de-rail" your lesson if not handled well by you, the instructor.

In this article we will discuss the "know it all" (KIA) student.

Characteristics

- Works ahead
- Enlightens others with their wisdom
- Dominates the classroom, especially during Q & A
- Knows every answer to every question to include questions not asked

Solutions:

- Acknowledge this student's experience. He or she "could be" an asset
- If the KIA answers, ask others if they

ness. The MTS program would be a positive step towards my goal of being a good teacher - and that intimidated me and gave me pause. It was not a question of "could I do this", but more of a realization that this is a chance for me to grab a hold of my future and bring it towards me - "should I do this?"

I think that when a person can say that they are living a personal goal, that they are living their future. Is 'the future is now' for me? Not yet. But it will be.

can add to it. Get other students involved

If appropriate, select students and ask individual questions

When questioning, avoid eye contact with the KIA.

If the KIA continues to be disruptive, talk to this person in private. be tactful, don't be confrontational. Acknowledge their experience, let them know you appreciate their input, but let the KIA know that you want other students to be more involved.

Considerations:

The "Know It All" could very well have the intention of outshining or discrediting the instructor, but what if they are truly trying to help the instructor and don't realize they are hindering your efforts. Try not to assume the KIA is purposefully working against you. Analyze, make a



judgment call, and manage the situation. The KIA could be a valuable asset, a Friend and not Foe.

In the next ISS Newsletter we'll discuss the "Sniper"