

## APPENDIX Q

### Job Aids for Implementation Phase

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<a href="#">JA – Q.3</a>	How to Conduct the Pilot
<a href="#">JA – Q.4</a>	How to Evaluate the Pilot
<a href="#">JA – Q.5</a>	How to Roll out the Final Product

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## JA – Q.1: How to Plan for the Pilot

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**Purpose** This job aid is designed to help you plan for the pilot of your instructional materials

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**Who should use this JA** You should use this job aid if you are a course developer responsible for planning for a pilot. Ideally, you are a graduate of the Coast Guard Course Designer Course (CDC) or have other training as a curriculum development expert.

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**When you should use this JA** Use this job aid when the instructional materials are almost fully developed so you can begin getting ready to test them all.

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**How to use this JA** Follow the steps as literally as is practical, and in the sequence provided. Change and add to the job aid as required by local procedures.

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## JA – Q.1: How to Plan for Pilot, Continued

Course:	Product:
Action	Do This
<p>1. Agree to a date for pilot</p>	<p>a. Review target date with course sponsor</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is this a must-live-with date?</li> <li><input type="checkbox"/> How much time is available to prepare for the pilot?</li> </ul> <p>b. Record target roll-out date: _____</p>
<p>2. Nominate instructors</p>	<p>a. Confirm that instructors are available, qualified, and certified to deliver assigned units of instruction</p> <p>b. List nominated instructor(s) and role(s)</p> <p>Instructor:_____ Lessons: _____</p> <p>Instructor:_____ Lessons: _____</p> <p>Instructor:_____ Lessons: _____</p> <p>c. Make sure that instructors are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Qualified (PERJC)</li> <li><input type="checkbox"/> Occupationally competent</li> <li><input type="checkbox"/> Qualified to deliver assigned units/lessons/activities</li> <li><input type="checkbox"/> Available in sufficient numbers per the instructor guide</li> </ul>
<p>3. Determine delivery site(s)</p>	<p>a. List delivery site(s)</p> <p>Classrooms:_____</p> <p>Labs:_____</p> <p>Other Facilities:_____</p> <p>b. Schedule the facilities for the dates and times specified</p>

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## JA – Q.1: How to Plan for Pilot, Continued

Course:	Product:
Action	Do This
4. Schedule Students	<p>a. Prepare a trial student roster</p> <p>b. Check if:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Each prospective student meets course prerequisites</li> <li><input type="checkbox"/> You have accurate contact details for students and command</li> <li><input type="checkbox"/> Number of students listed does <b>NOT</b> exceed course limits</li> </ul> <p>c. Prepare pre-course work packages</p> <p><b>Note:</b> Make sure that joining instructions include a school POC to confirm receipt of instructions and materials <b>AND</b> clearly explain the consequences of failure to complete required pre-course work.</p> <p>d. Send welcome aboard packages <b>AND</b> pre-course work to all prospective students on final roster</p>
5. Order and set up course requirements from the instructor guide	<p>Are the following items available and in good working order?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> training aids, equipment, and supplies</li> <li><input type="checkbox"/> texts and references</li> <li><input type="checkbox"/> any additional student materials required</li> <li><input type="checkbox"/> any additional instructor materials required</li> </ul>
<b>IMPORTANT:</b>	Make sure that the specified equipment and tools are in good working order and available at the right facility in time for instructor preparation and set-up.
6. Plan for data-collection and analysis	<p>a. Review data collection forms from this appendix:</p> <p>b. Specify data collecting activities to be performed by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructors</li> <li><input type="checkbox"/> Course Developers</li> <li><input type="checkbox"/> Observers (if others)</li> <li><input type="checkbox"/> Students</li> </ul> <p>c. Prepare pre-course work packages</p> <p>d. Create any special data collection tools, schedules, and procedures as needed</p>

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## JA – Q.2: How to Prepare for the Pilot

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**Purpose** This job aid is designed to help you prepare for the pilot of your instructional materials

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**Who should use this JA** You should use this job aid if you are a course developer responsible for preparing for a pilot. Ideally, you are a graduate of the Coast Guard Course Designer Course (CDC) or have other training as a curriculum development expert.

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**When you should use this JA** Use this job aid when the pilot plan has been completed and you are starting to prepare for the pilot.

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**How to use this JA** Follow the steps as literally as is practical, and in the sequence provided. Change and add to the job aid as required by local procedures.

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## JA – Q.2: How to Prepare for the Pilot, Continued

Course:	Product:
Action	Do This
1. Train and prepare instructors	<p>a. Discuss with instructors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course Procedures/Administration</li> <li><input type="checkbox"/> Instructor Guide layout</li> <li><input type="checkbox"/> Any special instructions</li> </ul> <p>b. Conduct a walk-through or teach-back of course using only instructors and instructional developers</p>
2. Revise training materials (if needed)	<p>a. This revision would most likely occur in one or more of the following areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planning for the Pilot Test (WS – R1)</li> <li><input type="checkbox"/> Course review with instructors</li> <li><input type="checkbox"/> Teach-back of course</li> </ul> <p>b. Make changes to the curriculum outline</p>
3. Determine whether pilot site is ready	<p>a. Trainees have received orders and pre-course materials (if any)</p> <p>b. Simulators/hands-on materials are ready</p> <p>c. Reference materials are set up for students</p> <p>d. Data-collection instruments have been set up for Evaluators</p> <p>e. Instructional Materials are organized for instructor use (i.e. workbooks, tests, practice materials, training media, job-aids)</p> <p>f. Training Environment is ready (i.e. whiteboards, easel charts, desks, chairs, break-out rooms, lighting, etc.)</p> <p>g. Training area is ready (computers, projectors, extra bulbs, podium, power cords)</p>
<b>IMPORTANT:</b>	If you determine that cannot make last minute adjustments to the course, you must determine to either delay or cancel the pilot course. Discuss with your supervisor what the correct course of action is at this point.

## JA – Q.3: How to Conduct the Pilot

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<b>Purpose</b>	This job aid is designed to help you conduct the pilot of your instructional materials
<b>Who should use this JA</b>	You should use this job aid if you are a course developer responsible for conducting a pilot. Ideally, you are a graduate of the Coast Guard Course Designer Course (CDC) or have other training as a curriculum development expert.
<b>When you should use this JA</b>	Use this job aid when the pilot has started.
<b>How to use this JA</b>	Follow the steps as literally as is practical, and in the sequence provided. Change and add to the job aid as required by local procedures.

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## A – Q.3: How to Conduct the Pilot, Continued

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Step	Action
1	Review worksheet WS-R3, the Pilot Course Implementation Form
2	Establish who will be available to evaluate to capture data on WS-R3 for each lesson in the course.
3	Determine how often you wish to poll students for their feedback about the pilot (after each lesson, day, unit, or course)
4	Conduct pilot / Deliver lessons
5	Capture student feedback on a level one evaluation instrument (see Evaluation SOP for details about how to administer level 1 evaluations)
6	Ensure PCIF is completed for each lesson
7	Conduct a end of course survey (see Chapter 7 for details about how to administer level 1 evaluations)
8	Conduct a debrief with course designers, evaluators, instructors, and training administrators (and students if necessary) capturing additional feedback about the course
9	Review all data collected from the pilot
10	Outline changes to course material for the Pilot Course Evaluation Report

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## JA – Q.4: How to Evaluate the Pilot

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<b>Purpose</b>	This job aid is designed to help you evaluate the pilot of your instructional materials
<b>Who should use this JA</b>	You should use this job aid if you are a course developer responsible for evaluating a pilot. Ideally, you are a graduate of the Coast Guard Course Designer Course (CDC) or have other training as a curriculum development expert.
<b>When you should use this JA</b>	Use this job aid when the pilot has been completed and it is time to assess how it went.
<b>How to use this JA</b>	Follow the steps as literally as is practical, and in the sequence provided. Change and add to the job aid as required by local procedures.

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## JA – Q.4: How to Evaluate the Pilot, Continued

Step	Action								
1	Review all completed PCIFs.								
2	Organize data into qualitative and quantitative.  (Note: Qualitative involves analysis of data from open ended questions such as: “what did you like most that lesson?” Quantitative data involves analysis of numerical data such as “percentage of students passing performance test on first try.”								
3	Review all evaluator, designer, instructor, and student comments about the course. Determine if comments are “cosmetic” or “substantive.” <table border="1" data-bbox="565 800 1273 1073"> <thead> <tr> <th>IF the suggestion is:</th> <th>THEN</th> </tr> </thead> <tbody> <tr> <td><b>cosmetic</b></td> <td>Consider if cosmetic changes make the course better without sacrificing validity or reliability.</td> </tr> <tr> <td><b>substantive</b></td> <td>Make changes if they are feasible and rational</td> </tr> </tbody> </table>	IF the suggestion is:	THEN	<b>cosmetic</b>	Consider if cosmetic changes make the course better without sacrificing validity or reliability.	<b>substantive</b>	Make changes if they are feasible and rational		
IF the suggestion is:	THEN								
<b>cosmetic</b>	Consider if cosmetic changes make the course better without sacrificing validity or reliability.								
<b>substantive</b>	Make changes if they are feasible and rational								
4	Summarize data into a report (See Appendix S for an example of a pilot course evaluation report).								
5	Decide performance impact of not implementing the recommendations <table border="1" data-bbox="565 1318 1273 1822"> <thead> <tr> <th>IF performance impact is:</th> <th>THEN the course</th> </tr> </thead> <tbody> <tr> <td><b>None</b></td> <td>Is ready for implementation</td> </tr> <tr> <td><b>Minor</b> (Only cosmetic deficiencies)</td> <td>Course is at acceptable level for implementation</td> </tr> <tr> <td><b>Major</b> (Deficiencies are substantive in nature)</td> <td>Does <b>NOT</b> meet specifications <b>AND</b> requires revision before implementation.  Determine if another pilot is required prior to implementation</td> </tr> </tbody> </table>	IF performance impact is:	THEN the course	<b>None</b>	Is ready for implementation	<b>Minor</b> (Only cosmetic deficiencies)	Course is at acceptable level for implementation	<b>Major</b> (Deficiencies are substantive in nature)	Does <b>NOT</b> meet specifications <b>AND</b> requires revision before implementation.  Determine if another pilot is required prior to implementation
IF performance impact is:	THEN the course								
<b>None</b>	Is ready for implementation								
<b>Minor</b> (Only cosmetic deficiencies)	Course is at acceptable level for implementation								
<b>Major</b> (Deficiencies are substantive in nature)	Does <b>NOT</b> meet specifications <b>AND</b> requires revision before implementation.  Determine if another pilot is required prior to implementation								
6	Archive decision for future reference								

## JA – Q.5: How to Roll out the Final Product

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**Purpose** This job aid is designed to help you roll out the final product of your instructional materials

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**Who should use this JA** You should use this job aid if you are a course developer responsible for rolling out the final product. Ideally, you are a graduate of the Coast Guard Course Designer Course (CDC) or have other training as a curriculum development expert.

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**When you should use this JA** Use this job aid after the pilot has been evaluated and the Pilot Course Evaluation Form (PCER) has been routed for review.

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**How to use this JA** Follow the steps as literally as is practical, and in the sequence provided. Change and add to the job aid as required by local procedures.

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## JA – Q.5: How to Roll out the Final Product, Continued

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Step	Action
1	Review pilot course findings and recommendations
2	Discuss findings with supervisors and stakeholders
3	Agree upon course changes
4	Make course corrections
5	Complete materials acceptance procedure
6	Lock down accepted materials according to local training management procedures
7	Roll-out new instruction
8	Close out project and release resources

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