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April 1, 2010  
Instructional Design

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### **Unit: Staff Development In-service Training**

#### Rationale

Each year employees within the Ohio Department of Rehabilitation and Corrections are required to complete 40 hours of in-service training. In the past, the home institution provided all 40 hours of instruction for this training to the employees. Through policy revisions, the home institution is now only required to provide 25 hours of training. This was started with the current fiscal year. This meant that employees are required to find ways to make-up the other 15 hours of training. The education administration decided to provide its staff with 8 hours of training through a staff development day.

Wanting the training to be most effective for staff members, the education administration sent a survey to all teachers for ideas/topics for discussion. We ( the administration) wanted to make sure that the needs of the staff members were met. Maslow's Hierarchy of Needs (Human Relations Contributors, pg.1) provided the focal point in addressing the needs of the teachers. It was determined by

the administration that if we were able to meet the needs of the staff then the needs of the students would be met in the classroom. The administration believed this would provide for increased motivation by the teachers as well as the students in the classroom.

The surveys were collected and areas/topics of interests were compiled. These areas/topics were working with difficult students, students with disabilities, and motivation. The administration viewed these responses as all being linked together by the common factors of effective classroom management and increased performance of students. Motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized (Huitt, 2001). Motivation is the foundation to success not only in the classroom but also outside the classroom. There are a variety of specific actions that teachers can take to increase motivation on classroom tasks (Huitt, 2001).

Teachers must possess the skills and knowledge to effectively manage their classrooms. This would include the students within the class. Effective managerial skills will be needed to meet the needs and provide motivation to all types of students found in the classroom. This instructional design is intended to provide teachers and administration with tools that will increase productivity in

and outside the classroom for staff and students. The design will be an eight hour in-service training session for approximately 30 staff members.