**Guide to Instructors**

**2016 Grade 8 ReCerts**

**Note to all Instructors:** The following material is intended to serve as a summary of items and procedures expected of you when instructing the Grade 8 referee in-service re-cert training sessions.

This year, as in the past few years, Mod A and Mod C on-line training modules have been provided for referees with 1) three years-or-less experience and 2) with more than three years of experience. The Mod A on-line material continues to be on a 3-year rotation cycle, while the Mod C material is basically a result of the collective concerns that we (including the collective you) have seen or heard as being handled poorly or incorrectly.

The in-service sessions for Grade 8 officials are a composite “Mod B” presentation, which instructors can access via the ossrc.com Home Page. At the top of the page toggle “Instruction”, then “2016 Instructor Files” in the drop-down menu to view the proposed material for the Mod B lesson modules to be taught. This will give you the downloadable files that you may use (or not) and/or modify as you see fit to cover the in-session material.

The Mod B in-service session has been developed to be given to all Grade 8 referees in one combined clinic regardless of their relative level of experience. When discussing points be especially aware to include everyone.  The danger of combining Mod A and C officials is that the timid Mod A referee may be left in the dust.  That is your challenge … don’t let this happen, i.e. make it work.

**GRADE 8 MOD “B” RE-CERT SCHEDULE:**

1. Take attendance and correct the 25-question on-line 2016 Ohio South Referee Quiz as your first order of business. Both the Mod “A” and Mod “C” quizzes are the same.
2. Collect their Brain Teaser answer sheets. Remind them to print their name on the answer sheet. Do not grade nor spend any time reviewing the BT questions, just collect and record who completed the material. The BTs are simply a means of determining who completed the on-line modules.
3. Take 1-2 hours to review 2016 Ohio South Referee Quiz thoroughly. This is most essential part of the re-cert, i.e. don’t skim over it. Use the PPT version of the quiz to project and review the questions in the given order as arranged. The questions in the PPT have been purposely shuffled in an effort to place similarly oriented material side-by side and in a more ordered sequence. When reviewing the answers to the questions please explain the particular points as they may pertain to the question and also explain the particulars as to why the incorrect answers are not acceptable.
4. Collect quiz answer sheets immediately upon finishing review and record who completed the material. Again remind them to print their name on the quiz answer sheet.
5. Next review the “Hot Topics” material as presented on the PPT slides. The slides are merely short note statements intended to serve to kick-start a discussion. The “Hot Topics” are the result of situations observed or reported during the past year… these are what we collectively are seeing as problems in all Districts. You may find that some of these topics were covered and discussed when reviewing the quiz … if so, simply skip over them and continue on thru.

**NOTE:** If this is as far as you get with the material, consider it a success … no need to push further if this is what your particular class dictates thru participation and discussion.

1. If proceeding further, begin presenting the Mod “B” in-service lesson modules in the order of importance, as listed in the “2016 Grade 8 Mod B Instruction Topics” page. Each module lists three items that need to be highlighted and emphasized. The sub-topics highlighted in yellow are the items that most need to be presented … these are where we collectively are seeing problems in all Districts. No need to use the PPTs … they are there merely for your reference, use them accordingly in part or not at all.
2. Allow 15-minutes or so for the DRA and any registration issues. This can be done at the beginning, after the break or at the end of the clinic …. no set timeframe.
3. The DRA (or his representative) is responsible for the distribution of badges to those participants that completed all the on-line material and associated registration forms and fees. As instructors, your responsibility is to inform the DRA with respect to anyone in attendance that failed to complete or turn-in the required clinic material, i.e. the BTs and/or the Recert Quiz answers.

**Points of Note:**

1. The Mod “B’ in-service training is scheduled as a 2.5 hour (150 minutes) clinic session. Some districts have added 30-minutes to this timeframe, which should be used to deal with any local issues that the DDI and/or DRA feel is necessary.
2. There is no hard-and-fast time schedule to present the material, be it the quiz, “Hot Topics”, and/ or the lesson modules. Let the class dictate the speed and any pertinent discussions. As the instructor, your function is to lead the participants, get them involved and present and discuss the points of emphasis together with any other directly related material.
3. The Brain Teaser test questions were included in the on-line training to primarily serve as a means of determining who did or did not complete the on-line material. No need to review, but if a specific question were to be raised then deal with it as you see fit.
4. For the purposes of recording composite results for the 25-question Ohio South Referee Quiz have them circle the number of the test question for any wrong answer, i.e. for questions with multiple correct answers, if any portion of their answer is wrong (or incomplete) then have them circle the question number as being wrong. This is NOT a pass-fail quiz … it’s just another learning tool.
5. Prepare and determine beforehand which of these questions you feel need to be reviewed in the clinic. There are a few (very few) that are simplistic and probably do not need to be gone over.

1. Methodology when going over any test question:

A) Project question on screen … Everyone may not have a copy of question in front of them.

B) Read the question aloud … Not everyone can see what is on the screen.

C) Read the answers aloud … Not everyone reads at the same speed.

D) Have students actively participate and explain why an answer is right or wrong.

Not everyone is really concentrating on the same item at the same time. All sorts of variables … just asking *“does anyone have a question on number 12”* doesn’t cut it. You must prepare and be pro-active and determine which questions need to be embellished to get the points across.

1. There is no need to rush through material nor to review all of the modules that the students did on-line … the goal is that you will be able to at least get through the quiz and “Hot Topics” … anything else will be considered a bonus.
2. The timing of each module is planned so as to be flexible and fit the session participants, as you deem necessary. Time spent on a topic may vary from clinic to clinic …. not a problem, adjust material and explanations to fit the needs of the group at hand.

**Clinic Instructor Responsibilities:**

1. Record number of participants in attendance and who completed (or not) the on-line material.
2. Collect the Referee Quiz answer sheets and create a spread sheet of incorrect answer results, i.e. number of test-takers and correspondently the number of wrong answers for each question.
3. Note which lesson modules you finished …. i.e. how far you got with the given material
4. Turn all the above info into your DDI.
5. You are being given the latitude and encouraged to present the given material in whatever form you think works best for the topic. Use the power points in whole or in part or not at all, whatever suits your presentation techniques.
6. It is **imperative** that, as an instructor, **you go thru the on-line material thoroughly**, i.e. just as your students are being asked to do. You need to have a complete understanding as to what they have been presented.
7. Understand that these **Instructor PPT modules are guides for you** and are only there to: 1) indicate what material should be covered and highlighted without redoing the entire on-line presentation; 2) summarize the questions covered in each on-line session that are pertinent; and 3) aid you in developing your own in-class presentation.
8. The overall theme of the in-session presentations should be to review, answer and discuss (as warranted and as time allows) the highlighted points noted in the “Instruction Topics” list. If that is all that is completed, then consider that our goal has been met. How you go about that is totally up to you and your individual instruction methods. If you finish the highlighted material and still have time left, then continue on thru the topics list in whatever order you think would be most beneficial for the group in attendance at the clinic.
9. If you choose to be a slave to the PPT presentations, as presented, be aware that you may need to zip thru some slides or even skip some altogether. Not a problem. Modify and/or hide slides in the PPT to accommodate your style accordingly. Still others have suggested not using any projection media and to present material without the PPT entirely. **OK,** **as long as the highlighted points of the material are covered the end result should be the same.**
10. **The important point is to do what works for you**. Try to avoid doing every topic utilizing the same methodology. Some topics may be best presented using the given PPT in its entirety, some topics may be better done just by projecting only the questions to be reviewed and others using no PPT at all. In all cases the overriding theme should be to avoid the straight lecture, **get the students actively involved**, solicit their answers and **encourage their discussion**.

**ANY QUESTIONS OR CONCERNS …. CONTACT SDI …. www.sdi@ossrc.com**