



NATIONAL TRAINING AND EDUCATION DIVISION

*Instructor Certification Program
For Training Partners*

July 12, 2011

EXECUTIVE SUMMARY

The purpose of this document is to present a comprehensive Instructor Certification Program (ICP) to ensure instructors who conduct Weapons of Mass Destruction (WMD) and terrorism training for the National Training and Education Division (NTED) are certified according to the most current and quantifiable criteria for instructional excellence.

This plan describes a dynamic program encompassing three phases:

1. Selection
2. Certification
3. Sustainment

This program supports the mission of NTED to “provide training for federal, state and local agencies and international entities.” It includes sample templates that individual training partners can use to meet NTED’s instructor certification requirements.

INSTRUCTOR CERTIFICATION PROGRAM

BACKGROUND

In the 1998 Appropriations Act (Public Law 105-119), Congress authorized the Attorney General to assist state and local public safety personnel in acquiring the specialized training and equipment necessary to safely respond to and manage terrorist incidents involving weapons of mass destruction (WMD). To execute this mission, the Office of Justice Programs established the National Training and Education Division (NTED) to identify, develop, test, and deliver training to state and local emergency responders. In March 2003, the NTED transitioned into the Department of Homeland Security.

The NTED has been supported in this mission by a coalition of “Training Partners.” This coalition is composed of government training facilities, academic institutions and private organizations, all of which are committed to the task of providing a variety of specialized, state-of-the-art training courses for emergency responders across the country.

The Training Partners include the Center for Domestic Preparedness (CDP), National Training and Education Division (NTED); Counter Terrorism Operations Support (CTOS, Nevada National Security Site (NNSS); the Energetic Materials Research and Testing Center (EMRTC), New Mexico Tech (NMT); the National Center for Biomedical Research and Training (NCBRT), Louisiana State University (LSU); the National Center for Emergency Response in Surface Transportation (NCERST), Transportation Technology Center Incorporated (TTCI); the National Disaster Preparedness Training Center (NDPTC), University of Hawaii (UH); and the National Center for Emergency Response and Rescue Training Center (NERRTC), Texas Engineering Extension Service (TEEX). These five members constitute the National Domestic Preparedness Consortium (NDPC).

Additional partners in this critical national training initiative include Community Research Associates (CRA); US Army Dugway Proving Ground (DPG); the International Association of Fire Fighters (IAFF); the Naval Post Graduate School (NPS); the National Sheriff's Association (NSA); General Physics Corporation (GP) at Pine Bluff Arsenal (PBA); Science Applications International Corporation (SAIC); George Washington University (GWU); Michigan State University (MSU); International Association of Campus Law Enforcement Administrators (IACLEA); and International Association of Chiefs of Police (IACP).

Each training partner brings unique capabilities to the design, delivery, and evaluation of the NTED training programs.

Designed to meet the specific needs of the NTED instructors, this program includes selection, certification, and sustainment phases as well as training and professional development opportunities to ensure a consistent approach by all Training Partners toward delivering quality training by certified instructors. As part of this program, each instructor will be assessed on an annual basis to determine if the minimum standards for certification are being sustained.

ICP CONCEPT

Instructor Certification consists of three phases.

1. Phase 1 – Selection
 - a. Application
 - b. Instructor Candidate Review/Assessment - This phase ensures that individuals are selected based on established criteria.
2. Phase 2 - Certification
 - a. Instructor Orientation
 - b. Mentoring/Coaching
 - c. Instructor Assignments
 - d. Class Observation
 - e. Instructional Techniques Development
 - f. Supervised Teach Back - This phase ensures each individual meets the minimum standards to become an NTED-certified instructor. NTED will designate a certificate issued from the training institution to the individual that meets the minimum standard. The certificate will expire three years from the issue date.
 - g. On an annual basis, certifying institutions will submit to NTED a list of current NTED-certified instructors; those certified during the current year, and those removed from the program.
3. Phase 3 – Certification Sustainment
 - a. Renewal (every three years, based on annual evaluations)
 - b. Professional Development - This phase ensures that the certified instructor continues to meet the minimum standards for certification.

It is expected that the individual will complete the certification process within 6 months of the hire date.

PHASE 1 – SELECTION

Instructor certification begins with selection, the most important phase. To meet the dynamic needs of the nation, as expressed by the NTED mission, individuals across the United States who possess the expertise, character, and desire to join the team must be identified.

1. Application

An individual submits his/her resume (or curriculum vitae) to the appropriate training institution. It is then evaluated by the training institution according to a combination of five criteria: education, experience, technical expertise, certifications/ registrations/ licenses, and special qualifications. Each training institution then processes each resume according to its

individual policies and practices. (Three of the five Consortium members are governed by state policies and procedures.)

2. Education

Each training institution determines its minimum educational requirements. In lieu of education, the training institution may substitute experience, occupation-related certificates, on-the-job training, etc., according to its established policies and practices.

3. Experience

Any individual must have a minimum of 10 years experience in a combination of the following:

- a. Chemical, Biological, Radiological, Nuclear, Explosives (CBRNE), Mass Casualty Incidents (MCI), prevention and deterrence, anti-terrorism, and/or counter-terrorism (2-year minimum).
- b. Adult Education and/or training experience (3-year minimum).
- c. NTED designated disciplines (as of October 10, 2003):
 - i. Law Enforcement
 - ii. Emergency Medical Service
 - iii. Emergency Management
 - iv. Fire Service
 - v. Hazardous Materials
 - vi. Public Works
 - vii. Government Administration
 - viii. Public Safety Communications
 - ix. Health Care
 - x. Public Health

In exceptional cases, certain specialized experience may be accepted to meet this minimum experience requirement.

4. Technical Expertise

This experience is function specific (task-oriented). It encompasses the unique and/or specific knowledge, skills, and abilities that are associated with a task as it relates to an instructional assignment. For example, “technical expertise” could include the experience of a fire fighter who has been trained in HazMat procedures or an RN who has been trained in emergency response procedures.

5. Certifications/Registrations/Licenses

These certifications/registrations/licenses are occupation-specific. Therefore, they may be the minimum requirement for a specific instructional assignment (for example, Emergency Medical Technician certifications).

6. Special Qualifications

The individual may have unique and/or special experience relevant to an instructional assignment and/or the mission of the Department of Homeland Security. Such experiences may include, but are not limited to, unique event experience, and/or national prominence in an applicable field.

- a. All individuals meeting the minimum requirements, as determined by the training institution, continue in the selection phase.
- b. They enter the instructor candidate review/assessment portion of Phase 1.

7. Instructor Candidate Review/Assessment

Instructor Candidate Review/Assessment consists of multiple methods to determine whether an individual has the potential to be a successful instructor. The methods include: interviews, background and reference checks, and institutional requirements.

8. Interview

Each training institution conducts interviews according to its established policies and practices.

9. Background and reference checks

Each training institution will conduct background and reference checks. These checks will be in compliance with the training institution's policies and practices.

10. Institutional requirements

Each training institution may establish other requirements, as it deems appropriate. Individuals who successfully complete the selection phase of the program enter Phase 2.

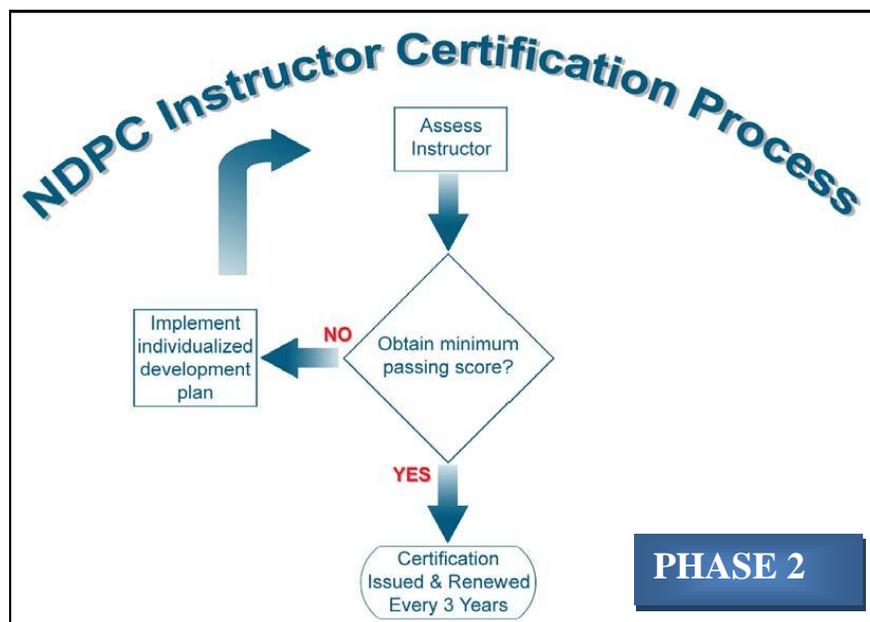
PHASE 2 – INSTRUCTOR CERTIFICATION

The purpose of the certification assessment is two-fold. The first is to ensure that the individual meets the minimum standards to become an NTED-certified instructor (Phase 2) and the second is to ensure the individual sustains those standards over a period of time (Phase 3). The assessment is used throughout Phases 2 and 3. Because individuals may be at different levels in their teaching abilities, and because this program is designed to provide them opportunities to improve instructional skills, based on their individual needs, a Development Plan is also included. (See Appendix D) *(Note: The standards for instructor certification set forth in this program follow the International Board of Standards for Training Performance and Instructions (IBSTPI) competencies.)*

The minimum steps for instructor certification include completing an instructor orientation, participating in a mentoring program, attending instructional training, observing a field or resident NTED training class, completing all instructor assignments in a professional and timely manner, and obtaining an average score of 3 or better on the Certification Assessment. The Certification Assessment, adapted from the IBSTPI competencies, is used to assess an individual during the Teach Back in Phase 2 and on an annual basis in Phase 3. The certification process continues until the certificate is obtained.

The certification process involves the following components:

- **Instructor Orientation:** Each individual will receive an orientation from the training institution. The purpose is to welcome the individual to the training institution and convey the mission, policies, and procedures of the training institution.
- **Mentoring/Coaching:** The individual is paired with a certified instructor. The role of the certified instructor is to guide, support, and coach the individual through the certification process. The mentor may also be called upon to provide feedback on the individual's progress and to participate in the formal evaluation of the individual's performance.
- **Instructor Assignments:** These assignments will be given as deemed relevant. Such assignments may consist of, but are not limited to, modules and/or courses that the instructor will be certified to instruct.
- **Class Observation:** All individuals must observe at least one class for which certification is being sought. The purpose is to observe how the course terminal and enabling objectives are met, as taught by an NTED-certified instructor.
- **Instructional Techniques Development:** Each institution provides a formal instructional program, which includes a supervised teach back and activities to enhance instructor knowledge, skills, and abilities. Such programs can include formal classroom instruction, methods of facilitation, and/or on-the-job training in which individuals receive detailed feedback on performance and guidance on further development of their instructional skills.
- **Supervised Teach Back:** Each individual must perform a supervised teach back; this entails an observation of his/her teaching by an NTED-certified instructor and/or certifying official. The teach back may or may not occur in a classroom environment. In either case, the observation is evaluated using the Certification Assessment. All instructors who attain an average of 3 or higher on the Certification Assessment will be designated as certified by NTED.



PHASE 3 – CERTIFICATION SUSTAINMENT

The program ensures that all individuals will continue to meet the minimum standards for NTED certification. Because instructors may be at different developmental stages in their teaching ability, this phase provides them the opportunity to improve their instructional competencies and knowledge.

1. Renewal/Revocation

Each training institution will conduct formal, as well as informal evaluations. These evaluations will be used by the instructors (as well as by the training institutions) to assess performance, as well as to identify areas in which coaching/counseling/training is needed and/or areas which demonstrate excellence. (An example of an “informal evaluation” would occur when a mentor “drops in” on an instructor to offer additional guidance and performance feedback.)

When deficiencies are identified, the instructor will be assisted and encouraged to remedy the problem, whenever possible. In any case, the training partner has a responsibility to ensure that each instructor meets and sustains the competencies and that corrective actions are taken as necessary. Although the evaluation process is continuous, at a minimum, each instructor’s performance will be reviewed annually using the

2. Certification Assessment

Prior to the end of the third year of certification, the designated certifying official will review the instructor’s performance for renewal of certification.

Certification may be revoked or not renewed at the discretion of the individual training partner or NTED, either of whom will notify the other if such action is taken.

3. Professional Development

It is expected that all instructors will seek opportunities to enhance, improve, and develop their teaching/training skills and/or technical expertise. Each training institution has a responsibility to provide appropriate professional development opportunities for its NTED-certified instructors. Such training may be obtained from any training partner (as well as educational institutions and/or organizations outside of the NTED). Instructors who take it upon themselves to show initiative in related professional development will be looked upon favorably.

Phases 2 and 3 are continuous processes. Individuals will enhance their instructional skills, thus enhancing instruction.

APPENDICES

- A. Glossary of Terms used in this Document
- B. Sample Instructor Program Monitoring Checklist
- C. International Board of Standards for Training Performance and Instructions (IBSTPI) Competencies
- D. Certification Assessment

APPENDIX A

GLOSSARY OF TERMS USED IN THIS DOCUMENT

Certification Renewal: Process of determining whether minimum requirements are upheld over the period of three years.

Certification: A designation that indicates an individual has met the minimum standards to be NTED-certified.

Certified Instructor: An individual who meets the minimum standard established for certification.

Certifying Officials: Individuals designated by the training institution.

Faculty: Team of individuals composed of certified instructors, and/or visiting professionals with varying knowledge, skills, and abilities tasked with course delivery of terminal objectives.

Instructor of Record/Lead Instructor: NTED-certified instructor responsible for overall management and operation of course; ensures that all terminal course objectives are met.

Instructor: Any individual so designated by the training institution to be responsible for the delivery of the terminal objectives of a course.

NTED Courses: Training courses sponsored and funded by NTED.

Professional Development: Opportunities that enhance instructors' knowledge, skills, and abilities; professional development may include, but is not limited to, seminars, workshops, recommended books, and websites.

Sustainment: Process that ensures minimum requirements are maintained.

Visiting Professionals: Individuals with special knowledge, skills, and/or abilities in a particular field. The designation of Visiting Professional status is training institution specific, but the designation must always meet a specific instructional assignment. Although they function as part of the faculty, these individuals are not required to be certified. Examples of Visiting Professionals include:

- **Subject Matter Expert (SME):** An individual (who by virtue of position, education, training, or experience) is expected to have greater-than-normal expertise or insight relative to a particular technical or operational discipline, system, task or process.
- **Technical Expert:** An individual who (by virtue of his or her specialized knowledge and experience) can explain, using competent demonstration, a technical matter that lies outside the understanding of the average layperson.

- **Scientist:** An expert in one of the sciences: biology, physics, chemistry, etc.; these individuals study the world, perform experiments, create theories, and publish their findings. Typically, scientists hold a degree or post-graduate qualification in a natural or physical science obtained prior to appointment, followed by on-the-job training.
- **Master Performer:** An SME or Technical Expert who, by virtue of his or her specialized knowledge, training, and experience, has demonstrated successful application of his or her expertise in the field.

APPENDIX B -SAMPLE INSTRUCTOR PROGRAM MONITORING CHECKLIST

The checklist on the following pages is provided as a sample only. Each institution can devise its own template by which to document the certification process.

SAMPLE

Instructor Name:

Instructor Number: Instructor Since:

Applicable Course and Modules:

ERDBI: 1,3,7,8,9,10,11 2,5,9,10 4,6,9,10

PSW-STG: 1 2 3 4 5 6 7 Exercises

AGRI: Agri-Primary Farm/Ranch Bio-Security

LE-Ops: 1 2 3 4 5 6 7

TAC-Ops: 1 2 3 4 5 6 7 8

CAMEO: 1 2 3 4 5 6

P & D: 1 2 3 4 5

Education: AA/AS BA/BS MA/MS

Major/Minor(s):

Terminal: Area:

Other: Area:

Experience:

Area: Years:

Area: Years:

Area: Years:

Area: Years:

Area: Years:

- | | |
|---|---|
| <input type="checkbox"/> Registration Required_____ | <input type="checkbox"/> Present/Current: |
| <input type="checkbox"/> License Required_____ | <input type="checkbox"/> Present/Current: |

Administrative Process/Background Checks/References:

- | | |
|--|---|
| <input type="checkbox"/> Institutional Application Process Completed | <input type="checkbox"/> References Checked |
| <input type="checkbox"/> Background Checked | <input type="checkbox"/> CV/Résumé |

Mentor Assignment:

New Instructor Orientation:

Instructor Assignments:

Teaching Demonstration:

Completed Date: _____ Topic: _____

Observation:

Observation Completed Date:

Subject Matter Experts:

Competencies Met:

- | | |
|---|-------------|
| <input type="checkbox"/> Establish and maintain instructor credibility | Date: _____ |
| <input type="checkbox"/> Manage the learning environment | Date: _____ |
| <input type="checkbox"/> Demonstrate effective communication skills | Date: _____ |
| <input type="checkbox"/> Demonstrate effective questioning skills/techniques | Date: _____ |
| <input type="checkbox"/> Demonstrate effective presentation skills | Date: _____ |
| <input type="checkbox"/> Respond appropriately to learners' needs for clarification | Date: _____ |
| <input type="checkbox"/> Provide positive reinforcement and motivational incentives | Date: _____ |
| <input type="checkbox"/> Use instructional methods appropriately | Date: _____ |
| <input type="checkbox"/> Use media effectively | Date: _____ |
| <input type="checkbox"/> Evaluate learner performance | Date: _____ |
| <input type="checkbox"/> Average score of three | Date: _____ |

Comments:

Certification:

- | | |
|---|-------------|
| <input type="checkbox"/> Recommended for Certification | Date: _____ |
| <input type="checkbox"/> Forwarded to National Training and Education Division (NTED) | Date: _____ |
| <input type="checkbox"/> Certification Awarded | Date: _____ |

Noted by: _____ Signature: _____

APPENDIX C
INTERNATIONAL BOARD OF STANDARDS FOR TRAINING PERFORMANCE
AND INSTRUCTIONS COMPETENCIES

The Certification Assessment is based on the following competencies:

1. Analyze course materials and learner information.
2. Assure preparation of the instructional site.
3. Establish and maintain instructor credibility.
4. Manage the learning environment.
5. Demonstrate effective communication skills.
6. Demonstrate effective presentation skills.
7. Demonstrate effective questioning skills and techniques.
8. Respond appropriately to learners' needs for clarification or feedback.
9. Provide positive reinforcement and motivational incentives.
10. Use instructional methods appropriately.
11. Use media effectively.
12. Evaluate learner performance.
13. Evaluate delivery of instruction.
14. Report evaluation information.