Noncommissioned Officer Leadership Center of Excellence (NCOLCoE)

Instructor/Facilitator Certification Program (ICP)

The Army School System (TASS)

This program applies to the Active Army (AA), Army National Guard (ARNG), and US Army Reserve (USAR) agencies responsible for institutional training of Non-Commissioned Officer Professional Development System (NCOPDS).

The Noncommissioned Officer Leadership Center of Excellence (NCOLCoE) is the proponent for the Instructor/Facilitator Certification Program (ICP) for the following NCOPDS: Basic Leader Course (BLC), Master Leader Course (MLC) resident and DL, Sergeants Major Course (SMC) Resident and DL. Functional Courses: Battle Staff Noncommissioned Officer Course (BSNCOC) resident and VTC, Commandants Pre-Command Course (CPCC), International Military Students Pre-course (IMSPC) and Spouse Leadership Development Course (SLDC).

Send your comments or recommendations to:

COMMANDANT, NCOLCoE
ATTN: ATSS-DAE
BLDG 11291 SGT E CHURCHILL STREET
FORT BLISS TX 79918-8002

Or visit http://NCOLCoE.armylive.dodlive.mil/?page_id=471 to provide comments/recommendations.
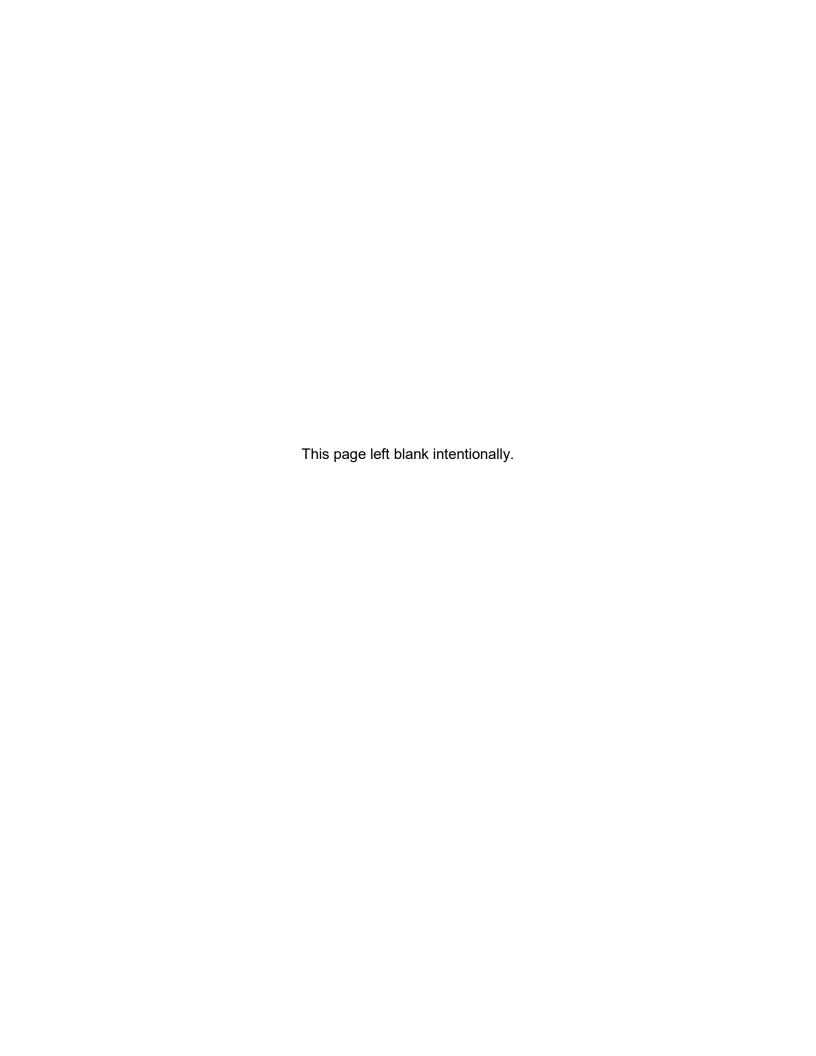
EFFECTIVE DATE: 1 March 2020

SUPERSESSION This publication supersedes all previous issues of the Noncommissioned Officer Leadership Center of Excellence and the Sergeants Major Academy Instructor Certification Program (ICP).

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Table of Contents

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Chapter 1

1-1. Purpose. The purpose of the NCOLCoE Instructor/Facilitator Certification Program is to establish guidance, policy, and procedures for Instructor/Facilitator certification requirements of courses for which the NCOLCoE is the proponent. Any additional instructor/facilitator qualification/requirements not addressed in this ICP will be clearly delineated in the applicable Course Management Plan (CMP).

(Ref: TP 350-70-3, Chap 4 and App B)

1-2. Overview. The success of Small Group Instruction (SGI) depends on certified instructors/facilitators who are mentors, role models, and educators:

   a. They must understand that they reflect the image and reputation of the academies and the example by which our potential and current noncommissioned officers pattern themselves. There is probably no more important task for an academy commandant than their selection of Instructors/Facilitators. Their role as mentors requires the highest level of professionalism, demonstrated competencies, and devotion to duty.

   b. To ensure success, Commandants must take a personal interest in the selection, assignment, and certification of Instructor/Facilitators. They must interview potential Instructor/Facilitators and select them based on their demonstrated performance, apparent leadership experience (based on commandants' evaluation), communication skills, military appearance, physical fitness, attitude, and demonstrated motivation.

1-3. The Quality Assurance (QA) Program. To provide oversight support for development and implementation of current, relevant training and professional military education to meet unit, Soldier, and leader competency needs throughout the Army by:

   a. Monitoring the Instructor/Facilitator certification process developed and maintained within the Directorate of Policy and Governance (P&G) and provide a learning environment that fosters 21st century Soldier and civilian competencies with instructional strategies.

   b. Verifying that Instructors/Facilitators possess the skills, knowledge, and abilities needed for the position in order to be certified in the implementation of learning products and qualified in the educational content and learning outcomes of the course.

   c. Processing and issuing instructor certification requests for NCOLCoE proponent courses.

1-4. Commandant Responsibilities.

   a. The certification of Instructor/Facilitators is a continuous cycle of learning, education, training, experience, evaluation, feedback, and reinforcement. Certification requirements apply to all components conducting Professional Military Education (PME) and Functional courses for which the NCOLCoE is the proponent.

b. Commandants or their designated representative must ensure--

(1) They conduct an initial interview and screening selection board.

(2) Human Resources Command (HRC), HRC-STL, and NGB assist in the identification of Soldiers who meet the initial qualifications.

(3) NCOs meet all Instructor/Facilitator certification requirements; if not, provide the necessary support to obtain the training and education required.

(4) They establish the NCOLCoE program to ensure Instructor/Facilitators meet initial qualification and certification requirements and maintain proficiency of courseware and knowledge of current doctrine.

(5) Instructor/Facilitator candidates meet higher headquarters initial selection criteria qualifications IAW Form 400-1, Part 1: Initial Instructor/Facilitator qualification Checklist located at Appendix B.

(6) Each instructor/facilitator has an individual Instructor/Facilitator records folder portfolio containing the records required for Instructor/Facilitator qualification, certification and recertification IAW this ICP and the applicable Course Management Plan (CMP).

1-5. The Instructor/Facilitator Certification Program is a Three-Part Process.
Through Instructor/Facilitator certification, the TRADOC Staff and Faculty Development Division (SFDD) provide the specific skills and knowledge needed by staff and faculty personnel to achieve standards of acceptable performance. The mentor serving as the certifying official will be assigned prior to beginning Part 1 of the certification process for the applicable course.

a. **Part 1**. To become qualified to teach at their prospective schools, certification candidates must complete the current Phase I Foundation course, Common Faculty Development Instructor Course (CFD-IC). CAC-T, Army-U provided instructor/facilitator course or CAC-T, Army-U approved equivalent course. Completion of Part 1 qualifies the certification candidates to instruct/facilitate, but does **NOT** satisfy the certification requirement. Certification candidates must meet initial qualifications IAW Form 400-1, Part 1: Initial instructor/facilitator qualification checklist located at Appendix B.

b. **Part 2**. Demonstrate subject matter expertise/mastery of the proponent course content requirements as defined by the institution. Certification candidates serve as an assistant instructor/facilitator and instruct/facilitate at a minimum one lesson of the proponent's course they will teach. Instructor/facilitator certification candidates will be observed by a certified instructor/facilitator of the same course for a minimum of 40 academic hours and be evaluated using Form 400-**2**/3, Phase II Technical: Instructor certification observation rubric located at Appendix B. Certification candidate must obtain

a score of 75% or higher.

c. **Part 3**. Demonstrate subject matter expertise and proficiency in the methods and techniques for delivery of instruction. Instructor candidates instruct/facilitate the proponent course as Primary instructor/facilitator under a certified instructor/facilitator of the same course for a minimum of 40 academic hours. The certified instructor/facilitator assesses the instructor certification candidates using the Form 400-2/3, Phase III Certification, instructor certification observation rubric located at Appendix B. Certification candidate must obtain a score of 80% or higher.

d. Civilians/contractors must meet the qualification requirements as delineated in the following:

(1) Position description for civilian personnel (GS).

(2) Performance Work Statement (PWS) for contractor personnel.

e. Civilians/contractors must complete the instructor/facilitator certification process.

f. Commandants may require certified instructors/facilitators to receive training in other courses as deemed necessary to meet regulatory/operational requirements and will be clearly delineated in the applicable Course Management Plan (CMP).

g. Certification/recertification candidates will be allowed one (1) reevaluation of Part 2 or 3. If extenuating circumstances exist, the Commandant or their designated representative may grant a second reevaluation of Part 2 or 3.

h. The certifying official will provide the certification candidate verbal feedback and a written evaluation of what worked, needed improvement areas, and procedures for reevaluation within five (5) duty days at the end of each part using DA Form 4856.

i. The DA Form 4856, initial instructor/facilitator qualification checklist 400-1, instructor certification observation rubric Forms 400-2/3, Phase II Technical and Phase III Certification will be maintained in the respective certification candidates' records folder or portfolio.

j. The certified instructor/facilitator who observes the instructor/facilitator seeking certification must validate that the candidate has successfully taught the course under their guidance/supervision before certification and the SI of 8 can be awarded.

k. Failure to meet and maintain qualification/certification/recertification standards IAW established regulatory/proponent guidance will result in removal from the program until final disposition as determined by the Commandant or their designated representative.

l. Commandants should use the instructor certification process to apply against the Faculty Development and Recognition Program (FDRP) to pursue the basic, senior or master instructor badge criteria as appropriate.

(Ref: TR 350-70, Chap 8, para 8-3, TP 350-70-3, Chap 4, para 4-2 and TP 350-70-7, Chap 4, TR 600-21)

1-6. Basic Leader Course (BLC) Instructor/Facilitator certification candidate requirements.

a. Certification candidates must:

(1) SGLs must be a SSG or SGT/SGT (P) (Only two E5s authorized per NCOA).

(2) SSGL must meet requirements (1) above and hold the rank of SFC.

(3) Be a graduate of the Primary Leadership Development Course (PLDC), the Warrior Leader Course (WLC), or the Basic Leader Course (BLC).

(4) Part 1, have a certified instructor/facilitator assigned as a mentor during the certification process and meet all initial instructor qualifications as identified in App B, Form 400-1, initial instructor/facilitator qualification checklist prior to beginning certification and complete the current Phase I Foundation course, Common Faculty Development Instructor Course (CFD-IC).

(5) Part 2, complete a minimum of 40 hours of academic instruction as an Assistant Instructor (AI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase II Technical: Instructor certification observation rubric as identified in App B and achieve a 75 percent or higher score.

(6) Part 3, complete a minimum of 40 hours of academic instruction as a Primary Instructor (PI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase III Certification: Instructor certification observation rubric as identified in App B and achieve an 80 percent or higher score.

b. Once the candidate has completed all certification requirements, the Commandant or their designated representative will then request the Skill Identifier (SI) "8" and the Instructor Certification Certificate (ICC) IAW Chapter 2, Paragraph 2-3a.

1-7. Master Leader Course Resident (MLC) Instructor/Facilitator candidate certification requirements.

a. Certification candidates must:

(1) Be a SGM, MSG or SFC (P).

(2) Be a graduate of either the Master Leader Course (MLC) or the Sergeants Major Course (SMC).

(3) Meet the initial instructor requirements as delineated on the Form 400-1, Part 1.

(4) Part 1, have a certified instructor/facilitator assigned as a mentor during the certification process and meet all initial instructor qualifications as identified in App B, Form 400-1, initial instructor/facilitator qualification checklist prior to beginning certification and complete the current Phase I Foundation course, Common Faculty Development Instructor Course (CFD-IC).

(5) Part 2, complete a minimum of 40 hours of academic instruction as an Assistant Instructor (AI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase II Technical: Instructor certification observation rubric as identified in App B and achieve a 75 percent or higher score.

(6) Part 3 complete a minimum of 40 hours of academic instruction as a Primary Instructor (PI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase III Certification: Instructor certification observation rubric as identified in App B and achieve an 80 percent or higher score.

b. Once the candidate has completed all certification requirements, the Commandant or their designated representative will then request the Instructor Certification Certificate (ICC) IAW Chapter 2, Paragraph 2-3a.

1-8. Master Leader Course Distributed Learning (MLC-DL) Instructor/Facilitator candidate certification requirements.

a. Certification candidates must:

(1) Be a SGM, MSG or SFC (P).

(2) Be a graduate of either the Master Leader Course (MLC) or the Sergeants Major Course (SMC).

(3) Meet same requirements as the MLC resident course and in addition: Be a graduate of Blackboard Basics Instructor Training Course (BbBC) 101 and Asynchronous Distributed Learning Instructor Course (AdLIC).

b. Commandants should use the instructor certification process to apply against the Faculty Development Recognition Program (FDRP) to establish the basic instructor badge criteria or the senior or master badge as appropriate.

1-9. Sergeants Major Course Resident (SMC-R) Instructor/Facilitator candidate certification requirements. (Additional Ref. Sergeants Major Academy Bulletin No. 907).

a. Certification candidates must**:**

(1) Be a SGM or MSG (P).

(2) Be a graduate of the SMC.

(3) Meet the initial instructor requirements as delineated on the Form 400-1, Part 1.

(4) Part 1, have a certified instructor/facilitator assigned as a mentor during the certification process and meet all initial instructor qualifications as identified in App B, Form 400-1, initial instructor/facilitator qualification checklist prior to beginning certification and complete the current Phase I Foundation course, Common Faculty Development Instructor Course (CFD-IC).

(5) Part 2, complete a minimum of 40 hours of academic instruction as an Assistant Instructor (AI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase II Technical: Instructor certification observation rubric as identified in App B and achieve a 75 percent or higher score.

(6) Part 3 complete a minimum of 40 hours of academic instruction as a Primary Instructor (PI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase III Certification: Instructor certification observation rubric as identified in App B and achieve an 80 percent or higher score.

b. Once the candidate has completed all certification requirements submit request to NCOLCoE SFDD who will then prepare the Instructor Certification Certificate (ICC) for the commandants' signature IAW Chapter 2, Paragraph 2-3a.

NOTE: SMC instructor/facilitators performing Phase I SMC-DL duties must be graduates of the Blackboard Basics Instructor Training Course (BbBC) 101 and Asynchronous Distributed Learning Instructor Course (ADLIC).

1-10. Sergeants Major Course Distributed Learning (SMC-DL) Instructor/Facilitator candidate certification requirements.

a**.** Certification candidates must**:**

(1) Be a SGM or MSG (P).

(2) Be a graduate of the SMC.

(3) Meet same requirements as the resident course instructor/facilitator and be a graduate of the Blackboard Basics Instructor Training Course (BbBC) 101 and Asynchronous Distributed Learning Instructor Course (ADLIC).

(4) Part 1, have a certified instructor/facilitator assigned as a mentor during the certification process and meet all initial instructor qualifications as identified in App B, Form 400-1, initial instructor/facilitator qualification checklist prior to beginning certification and complete the current Phase I Foundation course, Common Faculty Development Instructor Course (CFD-IC).

(5) Part 2, complete a minimum of 40 hours of academic instruction as an Assistant Instructor (AI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase II Technical: Instructor certification observation rubric as identified in App B and achieve a 75 percent or higher score.

(6) Part 3 complete a minimum of 40 hours of academic instruction as a Primary Instructor (PI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase III Certification: Instructor certification observation rubric as identified in App B and achieve an 80 percent or higher score.

b. Once the candidate has completed all certification requirements, the Commandant or their designated representative will then request the Skill Identifier (SI) "8" and the Instructor Certification Certificate (ICC) IAW Chapter 2, Paragraph 2-3a.

1-11. International Military Students Pre-Course (IMSPC) Instructor/Facilitator candidate certification requirements.

a. Certification candidates must meet the same certification requirements as in paragraph 1-9 above.

b. Once the candidate has completed all certification requirements, the Commandant or their designated representative will then request the Skill Identifier (SI) "8" and the Instructor Certification Certificate (ICC) IAW Chapter 2, Paragraph 2-3a.

1-12. Commandants Pre-Command Course (CPCC) Instructor/Facilitator candidate certification requirements.

a. Certification candidates must meet the same certification requirements as stated paragraph 1-9 above.

b. Once the candidate has completed all certification requirements, the Commandant or their designated representative will then request the Skill Identifier (SI) "8" and the Instructor Certification Certificate (ICC) IAW Chapter 2, Paragraph 2-3a.

1-13. <u>Spouse Leader Development Course (SLDC)</u> Instructor/Facilitator candidate certification requirements.

a. Certification candidates must meet the same certification requirements as stated in paragraph 1-9 above.

b. Once the candidate has completed all certification requirements submit request to NCOLCoE SFDD who will then prepare the certification certificate for the Commandants' signature IAW Chapter 2, Paragraph 2-3a.

1-14. <u>Battle Staff Noncommissioned Officer Course (BSNCOC)</u> (resident) Instructor/Facilitator candidate certification requirements.

a. Certification candidates must:

(1) SGLs must be a SFC or higher.

(2) SSGL must meet requirements (1) above and hold the rank of MSG

(3) Be a graduate of the BSNCOC.

(4) Meet the initial instructor requirements as delineated on the Form 400-1, Part 1 and possess the Skill Identifier (SI) "2S."

(5) Part 1, have a certified instructor/facilitator assigned as a mentor during the certification process and meet all initial instructor qualifications as identified in App B, Form 400-1, initial instructor/facilitator qualification checklist prior to beginning certification and complete the current Phase I Foundation course, Common Faculty Development Instructor Course (CFD-IC).

(6) Part 2, complete a minimum of 40 hours of academic instruction as an Assistant Instructor (AI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2, Phase II Technical: Instructor certification observation rubric as identified in App B and achieve a 75 percent or higher score.

(7) Part 3 complete a minimum of 40 hours of academic instruction as a Primary Instructor (PI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2, Phase III Certification: Instructor certification observation rubric as identified in App B and achieve an 80 percent or higher score.

b. Once the candidate has completed all certification requirements, the Commandant or their designated representative will then request the Skill Identifier (SI) "8" and the Instructor Certification Certificate (ICC) IAW Chapter 2, Paragraph 2-3a.

1-15. <u>Battle Staff Noncommissioned Officer Course Distributed Learning</u> (BSNCOC) (DL) Instructor/Facilitator candidate certification requirements.

a. Certification candidates must:

(1) SGLs must be a SFC or higher.

(2) SSGL must meet requirements (1) above and hold the rank of MSG

(3) Be a graduate of the BSNCOC.

(4) Meet the initial instructor requirements as delineated on the Form 400-1, Part 1 and possess the ASI "2S."

(5) The Site Facilitator at the receiving site must meet the requirements above.

(6) Meet same requirements as the resident course instructor/facilitator and in addition be a graduate of Blackboard Basics Instructor Training Course (BbBC) 101 and Video-tele-Training Instructor Training Course (VTTITC).

(7) Part 1, have a certified instructor/facilitator assigned as a mentor during the certification process and meet all initial instructor qualifications as identified in App B, Form 400-1, initial instructor/facilitator qualification checklist prior to beginning certification and complete the current Phase I Foundation course, Common Faculty Development Instructor Course (CFD-IC).

(8) Part 2, complete a minimum of 40 hours of academic instruction as an Assistant Instructor (AI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase II Technical: Instructor certification observation rubric as identified in App B and achieve a 75 percent or higher score.

(9) Part 3 complete a minimum of 40 hours of academic instruction as a Primary Instructor (PI) to a certified instructor/facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase III Certification: Instructor certification observation rubric as identified in App B and achieve an 80 percent or higher score.

b. Once the candidate has completed all certification requirements, the Commandant or their designated representative will then request the Skill Identifier (SI) "8" and the instructor/facilitator certification certificate (ICC) IAW Chapter 2, Paragraph 2-3a.

1-16. Instructor/Facilitator Recertification Process.

a. If an instructor/facilitator was certified previously and has not performed instructional duties, facilitated a class within 5 years, they must be recertified within 60 days of assuming the instructor/facilitator duty. As a minimum, recertification will include—

(1) Being a graduate of the most current instructor/facilitator course required for course instructing/facilitating.

(2) Having a certified Instructor/Facilitator assigned as a mentor during recertification.

(3) All personnel who are assigned to a faculty position will re-certify every five years.

(4) Complete a minimum of 40 hours of academic instruction as a Primary Instructor (PI) to a certified Instructor/Facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase III Certification: Instructor certification observation rubric as identified in App B and achieve an 80 percent or higher score. **(REF: TR 350-70, Chap 8, para 8-3 and TP 350-70-3)**

1-17. Awarding of Instructor Skill Identifier (SI) 8.

a. The SI "8" is not awarded until after completion of the certification process and must include completion and approval of the certification request packet and Army Human Resources Command approval of the request for award of the SI "8." The certification process is as follows:

(1) Instructors successfully complete Part 1 qualifications and Phase I Foundation Course CFD-IC.

(2) Part 2 complete the required 40 hour AI Phase II Technical requirement and receives a passing score for the observation assessment.

(3) Part 3 complete the required 40 hour PI Phase III Certification requirement and receives a passing score for the observation assessment.

d. Once the certification requirements have been completed, the unit will submit the DA Form 4187 for the SI "8" and the Instructor Certification Certificate (ICC) request for processing.

Chapter 2

2-1. Instructor/Facilitator Records requirements.

   a. Copies of the following records will be maintained as a minimum:

   (1) An updated record from the Electronic Total Office Personnel Management Information System or Electronic Military Personnel Office, as appropriate.

   (2) Current APFT scorecard with a passing score on the DA Form 705 for military instructors/facilitators.

   (3) All evaluations.

   (4) All counseling records.

   (5) DA Form 1059 (Service School Academic Evaluation Report), if applicable.

   (6) Any approved waiver/exception to policy signed by the appropriate approving authority.

   (7) Proponent Instructor Certification Certificate (ICC) or Memorandum Requesting Certificate.

   (8) DA Form 5500-R or 5501-R, Body Fat Worksheet meeting height/weight standards.

   (9) DA Form 3349, Physical Profile (if applicable).

   (10) Course qualification requirement certificates.

   (11) Forms 400-1, 400-2/3, 400-4, and 400-5.

   b. Any additional record keeping requirements will be clearly delineated in the applicable course CMP.

   c. Course records internal to NCOLCoE are maintained at each course department and updated on the ATLAS data base along with Portfolios. NCOLCoE SFDD will provide oversight and inspect annually along with QAO.

   d. Other course observations and assessments for record not required in this ICP for instructor certification will be identified in the applicable Course Management Plan (CMP) and will be maintained in the instructor record/portfolio.

   e. Course directors will maintain digital copies of all instructor/facilitator records and Staff and Faculty Development Division (SFDD) will provide oversight for management

and tracking purposes.

    f. Maintain files IAW Electronic ARIMS Filing System (EAFS) AR 25-400-2 at https://www.arims.army.mil/MainPage.aspx.

(Ref: TR 350-10 and TP 350-70-3, Chap 3, para 3-2)

2-2. Counseling.

    a. All counseling will be IAW applicable regulatory/doctrinal guidance and the applicable Course Management Plan (CMP) utilizing the Developmental Counseling Form, DA Form 4856.

    b. Signed copies of the DA Form 4856 will be maintained in the instructor/facilitator records folder/portfolio.

(Ref: TR 350-10 and TP 350-70-3, Chap 3, para 3-2b)

2-3. Requests for Exception to Policy (ETP), Waiver(s), and Instructor/Facilitator Certification Certificate.

    a. If required, Commandants or their designated representative must submit requests for waivers/exception to policy (ETP) to the appropriate agency listed below. All waivers/ETPs are routed through the NCOLCoE QAO; to Director, NCOPDD, NCOLCoE.

    b. Address requests to the following responsible agency for issues germane to that agency.

    (1) Director, Quality Assurance Office (QAO), 915-744-6725/DSN 621.

        (a) Accreditation standards.

        (b) Class size, instructor to student ratio (ISR).

        (c) Constructive/Equivalent course credit.

        (d) Instructor certification certificates.

        (e) Instructor/facilitator grade/experience requirements.

        (f) Instructor/facilitator evaluation/qualification/certification

    c. Director of Policy and Governance, 915-744-6098/DSN 621 or Deputy Director at 915-744-6225.

    (1) Course Administrative Data (CAD).

(2) Program of Instruction (POI).

(3) Course Management Plan (CMP).

(4) Individual Training Support Package (TSP)/Lesson Plan (LP).

(5) Exception to policy criteria.

   d. Address requests directly to the appropriate course chief listed below in reference to items listed in b (1) through (5) through above:

   (1) BLC: CML 915-744-8318, DSN 621.

   (2) BSNCOC: CML 915-744-2126, DSN 621.

   (3) ALC/SLC LCC: CML 915-744-1627, DSN 621.

   (4) MLC: CML 915-744-2127, DSN 621.

   (5) SMC: CML 915-744-8827, DSN 621

   e. Department Directors or Team Leaders at NCOLCoE address exceptions to policy requests to the Director of Policy and Governance, CML 915-744-6098.

   f. The SFDD NCOLCoE has responsibility for issuing certifications for common and local certification courses and validating requests for the Instructor/Facilitator Certification Certificate (ICC) for all NCOLCoE Staff and Faculty courses. The P&G will provide oversight for all course related exceptions to policy (ETP's), along with the Quality Assurance Office (QAO), digital copies will be maintained in the NCOLCoE QAO share point folder.

(Ref: TP 350-70-3, Chapter 3, para 3-5)

Appendix A

References
ARs, DA Pam's, FMs, and DA forms are available at www.apd.army.mil. TRADOC publications and forms are available at http://www.tradoc.army.mil/publications.htm. Joint Publications at **http://www.dtic.mil/doctrine/s_index.html**

Section I
Required publications

Army Directive (AD) 2016-31 Standardized Qualification for Army Instructor Physical Profile

AR 350-1
Army Training and Leader Development

AR 600-9
The Army Body Composition Program

AR 614-200
Enlisted Assignments and Utilization Management.(See AD 2016-31)

AR 623-3
Evaluation Reporting System.

ATP 5-19/Ch1
Risk Management

TRADOC Reg 350-10
Institutional Leader Training and Education

TRADOC Reg 350-18
The Army School System (TASS)

TRADOC Reg 350-70
 Army Learning Policy and Systems

TRADOC Pam 350-70-3
Staff and Faculty Development

TRADOC Quality Assurance (QA) Program
Army Enterprise Accreditation Standards (AEAS) 2020

ARMIS Filing System http://www.fcc.gov/wcb/eafs/

CALL
http://call.army.mil/

Section II
Related Publications
This section contains no entries

Section III
Prescribed Forms
DA Form 4856
Developmental Counseling Form

DD Form 2977
Deliberate Risk Assessment Worksheet (DRAW)

TRADOC Form 270-R-E
Institutional Attendance Register

Form 400-1
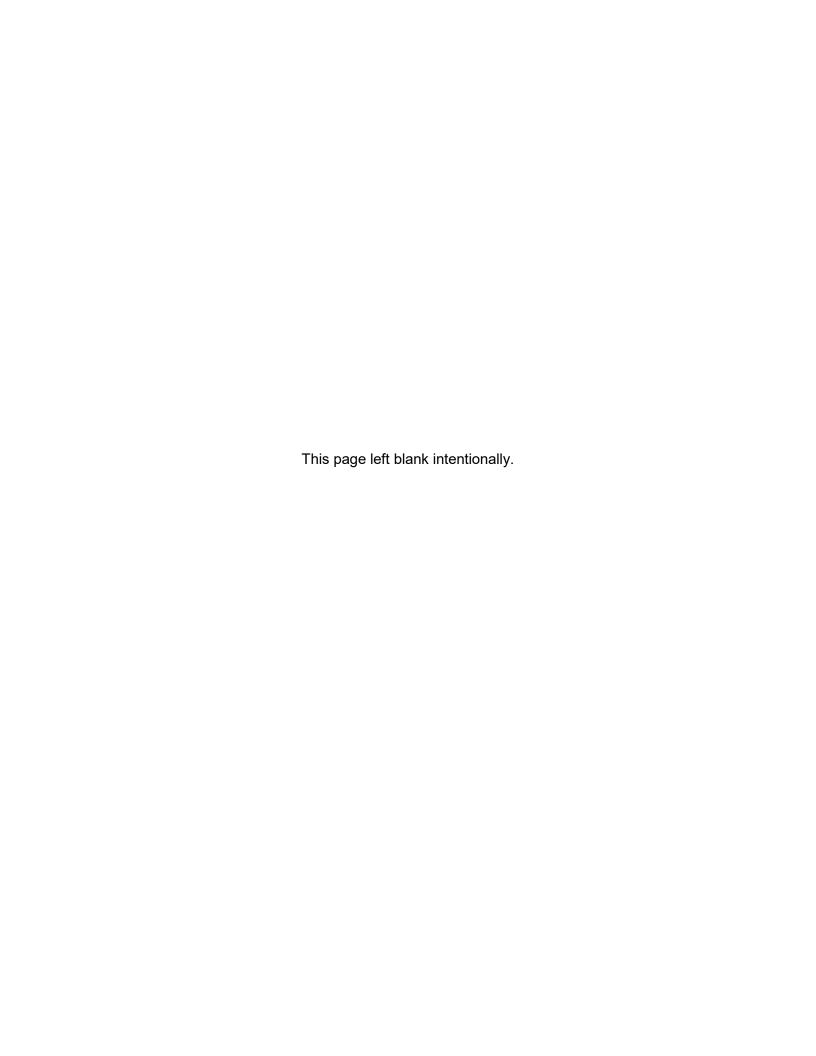Initial Instructor/facilitator Qualification Checklist-Part 1

Form 400-2/3
Instructor Certification Observation Rubric-Part 2 and 3

Form 400-4
VTC Observation Rubric-Part 4

Form 400-5
DL Observation Rubric-Part 5

Section IV
Referenced Forms

Glossary

AA
Active Army

ABIC Army Basic Instructor Course

AAR
After Action Review

ADLIC
Asynchronous Distributed Learning Instructor Course

APFT
Army Physical Fitness Test

ARNG
Army National Guard

ASAP
Army Substance Abuse Program

ASI
Additional Skill Identifier

BLC
Basic Leader Course

BSNCOC
Battle Staff Noncommissioned Officer Course

CFDP-IC
Common Faculty Development Program Instructor Course

CFDP-DC
Common Faculty Development Program Developer Course

CMP
Course Management Plan

DL
Distributed Learning

DOT
Directorate of Training and Doctrine

ELM
Experiential Learning Model

FDP
Faculty Development Phase 1, 2, and 3

FIFC
Foundation Instructor Facilitator Course

FTDC
Foundation Training Developer Course

GED
General Educational Development

IAW
In Accordance With

IFSC
Intermediate Facilitation Skills Course

IMI
Interactive Multimedia Instruction

MLC
Master Leader Course

NCOA
Noncommissioned Officer Academy

NCOPDS
Non-Commissioned Officer Professional Development System

PLDC
Primary Leadership Development Course

PME
Professional Military Education

QAO
Quality Assurance Office

RC
Reserve Component (ARNG/USAR)

SF
Site Facilitator

SGA
Staff Group Advisor

SGITC
Small Group Instructor Training Course

SGL
Small Group Leader

SMC-R
Sergeants Major Course Resident

SMC-DL
Sergeants Major Course Distributed Learning

SOW
Statement of Work

SQI
Special Qualification Identifier

SSGL
Senior Small Group Leader

TASS
The Army School System

TATS
The Army Training System

TP
TRADOC Pamphlet

TR
TRADOC Regulation

USAR
United States Army Reserve

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Appendix B
Forms

DA Form 4856
Developmental Counseling Form
Available at www.apd.army.mil

DD Form 2977
Deliberate Risk Assessment Worksheet (DRAW).
Available at www.apd.army.mil

TRADOC Form 270-R-E
Institutional Attendance Register
Available at **http://www.tradoc.army.mil/tpubs/TRADOCForms.htm**

Form 400-1
Initial Instructor/facilitator Qualification Checklist-Part 1

Form 400-2/3
Instructor Certification Observation Rubric-Part 2 and 3

Form 400-4
VTC Observation Rubric-Part 4

Form 400-5
DL Observation Rubric-Part 5

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Initial Instructor/Facilitator Qualification Checklist-Part 1

Rank:	Name (L/F/MI):	Course to facilitate:	Date:		

Initial Instructor Certification Candidate Qualifications.	Meets Criteria		
Instructor meets criteria: Check appropriate block in the column.	**YES**	**NO**	**N/A**
1. Is a high school graduate or possesses the GED equivalent. **(Military)**			
2. Has no personal habits or character traits that are questionable from a security standpoint, such as financial irresponsibility, unusual foreign holdings or interest, heavy drinking, drug abuse, gambling, emotional instability, and so forth. In regards to alcohol and drug abuse, this restriction does not apply to Soldiers declared rehabilitation successes under the ASAP. **(Military)**			
3. Possesses mature judgment and initiative. **(Military)**			
4. Has served at least 3 years of active Federal Service in any branch of the Armed Forces. **(Military and civilian)**			
5. Has 3 years' time remaining in-service upon arrival at assignment or is able to reenlist or extend to meet the requirement. **(Military)**			
6. Has a security clearance consistent with that required to attend the requisite instructor course? **(Military and civilian)**			
7. Displays good military appearance. **(Military)**			
8. Meets the body composition requirements in AR 600–9. **(Military)**			
9. Is able to pass the APFT. **(Military)**			
10. Has recently held a leadership assignment. **(Military)**			
11. Has demonstrated the ability to be an instructor. **(Military)**			
12. Has no speech impediments. **(Military)**			
In addition to the initial selection criteria in paragraph 6–9, Soldier:	**Meets Criteria**		
13. Is SSG or above; however, exceptions will be considered on a case-by-case basis to secure the best-qualified instructors available. **(Military)**			
14. Possesses "1" or "2" under "E" of physical profile. **(Military)**			
15. Is equal in grade to the level of students that will attend the course. **(Military)**			
16. Is a graduate of the course they will instruct? **(Military and civilian)**			
In addition to the initial selection criteria in paragraph 6–9, Sergeants Major Academy:	**Meets Criteria**		
17. Is a U.S. citizen (by birth or naturalization). **(Military)**			
18. Is a SFC or above. **(Military)**			
19. Possesses a "1" or "2" under "E" of physical profile. **(Military)**			
20. Has a minimum GT score of 100. **(Military)**			
21. Is a SGM course graduate, if SGM or if performing duties as a SGM course instructor, writer, and/or evaluator have 12 month experience as SGM/CSM. **(Military and civilian)**			
22. Is a Senior Leaders Course (SLC) graduate if SFC or MSG. **(Military and civilian)**			
23. Is a battle staff course graduate and have 12 months experience on a battle staff at BN level or higher to perform duties as battle staff course instructor, writer, and/or evaluator. **(Military and civilian)**			
24. Has completed the current foundational instructor/facilitator course to continue the certification process as follows. **(Military and civilian)**			
a. **BLC**: FIFC and IFSC, FDP 1 or CFD-IC.			
b. **MLC Resident**: FIFC and IFSC, FDP 1 or CFD-IC.			
c. **MLC-DL:** Same as **MLCR** and additionally, Black Board Basic Course 101 (BbBC) and Asynchronous distributive Learning Course (AdLIC).			
d. **SMC-R**: FDP 1, 2, or CFD-IC.			
e. **SMC-DL**: Same as **SMC-R** and additionally BbBC 101 and AdLIC.			
f. **IMSPC**, **CPCC** and **SLDC** must meet the same requirements as SMC in 24d above.			
g. **BSNCOC resident**: FIFC and IFSC, FDP 1 or CFDP-IC.			
h. **BSNCOC-DL**: Same as **BSNCOC resident** and additionally BbBC 101 and Video-tele-Training Instructor Training Course (VTT-ITC).			

Initial Instructor/Facilitator Qualification Checklist-Part 1, cont

Certification Candidate Signature:			
Certifying Official: I hereby certify that the certification candidate, whose signature appears above, has met the initial Instructor/Facilitator qualification (Part 1) qualifications for the course they are to instruct/facilitate and are eligible to proceed to Part 2.			
Certifying Official (L/F/MI):		Rank:	Certifying Official Course Title:
Certifying Official Signature:		Date:	

Instructions:

1. Enter dates in MM/DD/YY format.
2. The assigned certifying course official will **NOT** sign the form until all required exceptions to policy (ETP) or waiver(s) request are approved.
3. Approved copies of any ETP/waiver will be forwarded to NCOLCoE SFDD Director.
4. The assigned certifying course official will conduct the appropriate counseling using DA Form 4856.
5. This Form and the DA Form 4856 will be maintained in the instructor certification candidate records folder, forward a digital copy of checklist Part 1 to SFDD once completed.
6. Inform the certification candidate the date/time and lesson they will begin in the Part 2 evaluation.

NOTE: Instructor/Facilitator course abbreviation and name:

a. **AdLIC**= Asynchronous Distributed Learning Instructor Course.
c. **AFSC**= Advanced Facilitation Skills Course.
d. **BbBC**= Blackboard Basics Course.
e. **CFD-IC**= Common Faculty Development Instructor Course.
f. **FDP 1=** Faculty Development Phase 1.
g. **FDP 2=** Faculty Development Phase 2.
h. **FIFC**= Foundation Instructor Facilitator Course.
i. **IFSC**= Intermediate Facilitation Skills Course.

NCOLCoE OBSERVATION ASSESSMENT COMPETENCY STANDARD RUBRIC

Name: (L,F,M) _____   Rank/Grade: _____   Date/Time: _____

Unit: _____   Location: _____   Course Title: _____

Phase II Technical AI 75% ^ 40hrs.	Phase III Certification PI 80% ^ 40hrs.	1st QTR 85% ^	2nd QTR 85% ^	3rd QTR 85% ^	4th QTR 85% ^

PRECHECKS	YES X	NO X	Comment /Corrective Action	PRECHECKS	YES X	NO X	Comment /Corrective Action
Visitor's folder				Deliberate Risk Assessment Worksheet (DRAW)			
Visitor's sign-in log				Appropriate resources, equipment, technology required for instruction			
Current class roster				Student materials & resources available			
Current training schedule				Classroom environment conducive toward learning			
Current Program of Instruction (POI) or Course Management Plan (CMP)				Student work space adequate & functional			
Instructor Certification Certificate (ICC)				Appropriate Instructor to student ratio (ISR)			
Applicable Waivers - Exception to Policy (ETP)				Professional personal appearance			

ADMINISTRATIVE / INTRODUCTION	Exemplary 5 100% A+	Competent 4.5 4 A 90% B 80%	Developing 3.5 3 C 70% D- 60%	Trait Points Possible 30 Points: Score:
Administrative Procedures	Professionally captured all student's attention, with introduction, & reviewed administrative pertinent critical information, had everyone's attention.	Gained student's attention, with introduction, reviewed most administrative information.	Minimally gained student's attention, with introduction, or review of needed administrative information.	
Safety *	Informed the students of all safety factors and safety requirements for the lesson, had everyone's attention.	Competently informed the students of the general safety factors.	Inadequate safety information given to the students of required safety factors.	
Risk Assessment *	Completely identified all potential hazards associated with the education / training for the students. Conveyed appropriate risk assessment level, had everyone's attention.	Competently identified potential hazards & risks associated with the education / training for the students.	Inadequately identified potential hazards associated with the education / training for the students.	
Environmental *	Informed all students of the general environmental factors and considerations, had everyone's attention.	Competently Informed students on the general environmental factors.	Inadequately informed students of the general environmental factors and considerations.	

Evaluation Strategy	Informed all students how, when, and where they would be assessed toward performance of the lesson Learning Objective. Referred all students to the ISAP for assessment information. Accurately answered any questions, had everyone's attention.	Informed the students that the performance of the lesson, LO would be assessed. Explained the ISAP with no further explanation.	Inadequately informed the students on how, when, and where they would be assessed, LO - ISAP.	
Relevant Lesson Linkage	Informed all students of the relevant horizontal / vertical sequencing & the relationship of how this lesson "fits" into the overall course plan & why this lesson is relevant, had everyone's attention.	Informed students of the relevant horizontal / vertical sequencing & the relationship of how this lesson "fits" into the overall course plan.	Inadequately informed students of the relevant horizontal / vertical sequencing & the relationship of how this lesson "fits" into the overall course plan.	
PRESENTATION	**Exemplary** **5** 100% A+	**Competent** **4.5 4** A 90% B 80%	**Developing** **3.5 3** C 70% D- 60%	**Trait Points Possible 75 Points: Score:**
Concrete Experience (CE) * Students in Affective Domain	Facilitator had the students extremely engaged to the point that all students were involved personally & interacted the experience with other classmates. All were in the affective domain at some level of emotion/feeling, sensory driven.	Facilitator was able to get most students into the affective domain by having a sensory rich and interactive CE. Instructor observed students reaction/participation during the CE.	The Facilitator did not effectively get most students in the affective domain or instructor intervened in some fashion that interrupted the complete experience.	
Publish & Process (P&P) * Students Reflect- Communicate what happened or how they felt after being exposed to the CE	Facilitator asked relevant open ended questions so students could reflect and communicate on their experience. What they experienced, what happened, how they felt, all students were given the opportunity. Stimulating dialogue occurred.	Facilitator asked relevant open ended questions so students could reflect and communicate on their experience. What they experienced, what happened, how they felt, most students were given the opportunity. Satisfactory dialogue occurred.	The Facilitator influenced the student's response to what happened in the CE and didn't ask appropriate open-ended questions.	
Intro LO, **Transition** to GNI	Facilitator transitioned from P&P into GNI based on something that was said & lead-in by introducing the Learning Objective.	Facilitator transitioned from P&P to GNI by introducing the Learning Objective.	Facilitator didn't clearly introduce the Learning Objective when transitioning from P&P to the GNI.	
Generalize New Information (GNI) * Cognitive Domain Link back to CE If possible	The Facilitator far exceeded the depth and breadth necessary and linked back to the concrete experience to show the students the connection between the two.	Facilitator adequately focused on facts, theory, concepts, etc., with an appropriate delivery methodology to provide students with the new information needed in order to successfully accomplish the learning objective. Instructor was the focus of this step of the ELM.	The Facilitator used inappropriate delivery methodology and failed to provide sufficient depth and breadth of the new information needed to be successful with the learning objective.	

Stimulate and Sustain Motivation and Engagement. Promote Transfer of Knowledge and Skills. (ibstpi) Competencies: 7 and 13	Provided opportunities for learners to participate and succeed. Gained and maintained learner attention by establishing relevance. Ensured goals and objectives are clear. Fostered a favorable attitude toward learning (example: displaying enthusiasm about the subject). Provided an opportunity for students to connect learning to future applications (learning transfer).	Provided opportunities for learners to participate and succeed. Gained and maintained learner attention by establishing relevance. Ensured goals and objectives are clear.	Provided opportunities for learners to participate and succeed. Gained and maintained learner attention by establishing relevance.	
Presentation and Facilitation Skills (ibstpi) Competencies: 8 and 9	Involved learners in presentations. Gave directions that are clearly understood by all learners. Kept learning activities focused. Brought learning activities to closure. Provided examples to clarify meaning. Draw upon the knowledge and experience of all participants. Encouraged and support.	Involved learners in presentations. Gave directions that are clearly understood by all learners. Kept learning activities focused. Brought learning activities to closure. Provided examples to clarify meaning. Draw upon the knowledge and experience of all participants.	Involved learners in presentations. Gave directions that are clearly understood by all learners. Kept learning activities focused. Brought learning activities to closure.	
Provide Clarification and Feedback (ibstpi) Competency: 11	Provide opportunities for learners to request clarification. Use a variety of clarification and feedback strategies. Provide clear, timely, relevant, and specific feedback. Be open and fair when giving and receiving feedback. Provide opportunities for learners to give feedback.	Provide opportunities for learners to request clarification. Use a variety of clarification and feedback strategies. Provide clear, timely, relevant, and specific feedback. Be open and fair when giving and receiving feedback.	Provide opportunities for learners to request clarification. Use a variety of clarification and feedback strategies. Provide clear, timely, relevant, and specific feedback.	
Learning Management (Ibstpi) Competency: 17	Anticipated and addressed situations that may impact learning and performance. Ensured learners had access resources. Established ground rules and expectations with learners. Employed time management principles during instruction. Discouraged undesirable behaviors in a timely and appropriate manner when necessary.	Anticipated and addressed situations that may impact learning and performance. Ensured learners had access resources. Established ground rules and expectations with learners. Employed time management principles during instruction.	Anticipated and addressed situations that may impact learning and performance. Ensured learners had access resources. Established ground rules and expectations with learners.	
Promote Retention of Knowledge and Skills Skills (ibstpi) Competency: 12	Linked learning activities to prior knowledge. Encouraged learners to elaborate on concepts and ideas. Provided opportunities to practice newly acquired skills. Provided opportunities to synthesize and integrate new knowledge. Provided opportunities for reflection and review.	Linked learning activities to prior knowledge. Encouraged learners to elaborate on concepts and ideas. Provided opportunities to practice newly acquired skills. Provided opportunities to synthesize and integrate new knowledge.	Linked learning activities to prior knowledge. Encouraged learners to elaborate on concepts and ideas. Provided opportunities to practice newly acquired skills.	
Assess Learning and Performance (ibstpi) Competency: 15	Communicate assessment criteria. Monitor individual and group performance. Assessed learner attitudes and reactions. Assessed learning outcomes. Provided learners with opportunities for self-assessment.	Communicate assessment criteria. Monitor individual and group performance. Assessed learner attitudes and reactions. Assessed learning outcomes.	Communicate assessment criteria. Monitor individual and group performance. Assessed learner attitudes and reactions.	

Communicate Effectively (ibstpi) Competency: 1	Used language appropriate to the audience, context and culture. Used appropriate verbal and non-verbal language. Sought and acknowledged diverse perspectives. Used active listening skills. Used appropriate technology to communicate.	Used language appropriate to the audience, context and culture. Used appropriate verbal and non-verbal language. Sought and acknowledged diverse perspectives. Used active listening skills.	Used language appropriate to the audience, context and culture. Used appropriate verbal and non-verbal language. Sought and acknowledged diverse perspectives.	
Ethical and Legal Standards. Professional Credibility (Ibstpi) Competencies: 3 and 4	Ensured that learners were treated fairly. Complied with organizational and professional code of ethics. Respected intellectual property, including copyright. Demonstrated subject-matter expertise. Was open to change and improvement.	Ensured that learners were treated fairly. Complied with organizational and professional code of ethics. Respected intellectual property, including copyright. Demonstrated subject-matter expertise.	Ensured that learners were treated fairly. Complied with organizational and professional code of ethics. Respected intellectual property, including copyright.	
DEVELOP * What's the value / relevant future use in your environment?	Facilitator asked open-ended questions focused on future use, future environment with an emphasis on Critical Reasoning /Critical Thinking.	Facilitator asked open-ended questions focused on the future value of the GNI to the student and the students' future use of the material. Instructor listened and allowed students to respond. Instructor was part of the group.	Facilitator did not allow students to explain value/how learning is useful to them, rather instructor did this for the students by telling them what the value is. Instructor was not part of the group.	
APPLY * Assessment Formative / Summative	The Facilitator had an exceptional assessment activity or measurement instrument which allowed the students to demonstrate their mastery of the learning objective, individually or collectively.	The Facilitator had an appropriate activity or measurement instrument which allowed the students to demonstrate their mastery of the learning objective.	The Facilitator did not have an apply phase that was related to the learning objective and/or instructor intervenes.	
Clarity & Feedback I/P/F Individual - discover the truth about something Peer - for a level of fairness Facilitator - provide clarity	Always acknowledged students comments or questions and responded with clear and concise feedback. Addressed questions and clarified the teaching point or set a time to resume conversation with the student. Recognized signs that some students needed clarification and addressed the issue.	Acknowledged students comments or questions and responded with feedback. Addressed questions and clarified the teaching points. Occasionally recognized signs that some students needed clarification.	Rarely acknowledged students comments or questions. Feedback was questionable. Failed to clarify the teaching point or set a time to resume conversation with the student. Failed to recognize signs that some students needed clarification.	
SUMMARIZE / IMPERATIVES	**Exemplary** **5** 100% A+	**Competent** **4.5 4** A 90% B 80%	**Developing** **3.5 3** C 70% D- 60%	**Trait Points Possible 30 Points: Score:**
In Summary	Comprehensively highlighted ELO supporting the TLO. Provided a complete review and recapitulation of all information presented in the lesson.	Provided a brief review of information presented in the lesson.	Incomplete review and no recapitulation of information presented in the lesson.	

Overall Effective Communication	Demonstrated mastery of active listening skills (nod, eye contact, etc.) to communicate clearly. Was non-repetitive. Paraphrased comments and questions to show understanding. Acknowledged diverse perspectives and used language that was appropriate for level of learning content and target audience.	Demonstrated satisfactory active listening skills (nod, eye contact, etc.) to communicate clearly. Was non-repetitive. Paraphrased comments and questions to show understanding. Used language that was appropriate for learning content and audience.	Moderately demonstrated active listening skills (nod, eye contact, etc.) to communicate clearly. Was repetitive. Tried to paraphrase comments and questions to show understanding. Attempted to use language that was appropriate for learning content.	
Overall Learner Centric	Overall approach to teaching & learning was learner centered.	Approach to teaching & learning was facilitator & Learner centered.	Approach to teaching & learning was facilitator centered.	
Intellectual Traits	Facilitator fostered positive essential intellectual traits toward the learning environment; humility, courage, empathy, autonomy, integrity, perseverance, reasoning, fairmindedness.	Facilitator was reasonable toward other points of view, & didn't allow personal biases to influence the learning environment.	The Facilitator seemingly is still developing positive traits; observed behaviors of arrogance, narrow mindedness, hypocrisy, unfairness.	
Achieved Learning Outcome	Highly achieved learning outcome, evident from student's feedback, & observations.	Achieved learning outcome.	Partially achieved learning outcome.	
Socratic Questioning Systematic Disciplined Depth Discussion	Facilitator utilized intellectual standards & elements of reasoning toward open ended questioning, asked complex thought provoking questions as part of discussion.	Facilitator applied intellectual standards & elements of reasoning toward open ended questioning of students.	Facilitator struggled to apply intellectual standards & elements of reasoning toward open ended questioning of students.	

Assessed Facilitator Signature: _____ **Date:**_____

Comments:

Admin / Intro: 30 **Presentation: 75** **Summarize: 30** **Total Possible: 135**	**EXEMPLARY** **(91% – 100%)**	**COMPETENT** **(80% – 90%)**	**DEVELOPING** **(70% – 79%)**	**ADDITIONAL COACHING/ MENTORING (0 – 69%)**	**Total Points:** **Total Score:**

Certifying Official Signature: _____ **Date:**_____

Comments:

Cognitive Domain Level of Learning Achieved:
　　Create　　Apply　　Evaluate　　Understand　　Analyze　　Remember

Overall Affective Domain Level Observed:
　　Characterizing　　Organization　　Valuing　　Responding　　Receiving

Comments Recommendations Constructive Feedback:
　　Behaviors　　Attitudes　　Mannerisms　　Technology Utilization　　Methodologies　　Collaboration

NOTE: Any item with an * that is not accomplished is a failed attempt, and must be Re-Assessed

NCOLCoE VTC QUARTERLY PERFORMANCE OBSERVATION CHECKLIST

Name: (L,F,M) _____ Rank/Grade: _____ Date/Time: _____

Unit: _____ Location: _____ Course Title: _____

1st QTR 85% ^		2nd QTR 85% ^		3rd QTR 85% ^		4th QTR 85% ^	

POLYCOM VTC PRECHECKS Overall Score:	GO X	NG X	Comment /Corrective Action	APPEARANCE & DELIVERY TECHNIQUES Overall Score:	GO X	NG X	Comment /Corrective Action
Login to Computer				Appear professional and have good posture			
Turn on SMART Podium				Introduce self and Establish rapport with audience			
Turn on TV using Samsung remote control				* ELM / Concrete Experience (CE) / Publish & Process (PP). Transition into learning objective			
Turn on Polycom Video-Conference System with Polycom remote control				Define new terms and Clearly articulate thoughts			
Turn on Aver Document Camera				Maintain eye contact via camera			
Ensure Polycom microphone is operational				Paraphrase students' statements			
Dial into call with Polycom Remote Control				Keep within given time limits			
POLYCOM VTC DURING OPERATIONS Overall Score:	GO X	NG X	Comment /Corrective Action	INTERACTIVITY Overall Score:	GO X	NG X	Comment /Corrective Action
Ensure Camera is at "Rank" Level				* ELM / Generalize New Information (GNI). Engage students early and often			
Transition between Main Camera, SMART Podium and Document Camera				Involve all students			
Main Camera to SMART Podium: Press the Menu Button; scroll to Show Content, press the Select Button, scroll to highlight Show SMART Monitor, press the Select Button				Employ effective questioning			

SMART Podium to Main Camera: Press the Menu Button; scroll to Show Content; press the Select Button; scroll to highlight Hide SMART Monitor, press the Select Button			**Include learner centric activity / practical exercise**			
Main Camera to Document Camera: Press the Select Button; scroll to Show Content, press the Select Button; scroll to Show Document Camera, press the Select Button			**Effective check on learning**			
Document Camera to Main Camera: Press the Menu Button; scroll to Show Content; press the Select Button; Select Hide Document Camera			**Displayed multi mediums effectively: Document Camera, Smart Monitor, Computer generated images or presentations, Main Camera, Audio Discipline, White Board, butcher paper**			
To Change the Camera Presets (Self-View) layout: Press the Menu Button, scroll to Camera Control, Select the Zoom IN/Out Button and Directional Button; Once Camera is set press and hold desired Camera Preset			**Manipulated the control remote systems proficiently**			
When displaying SMART Monitor/Document Camera: Press the Menu Button, select the desired feature and press select. The variations of the layout will appear on the screen; select the desired content to display			**Transitioned smoothly between mediums**			
Facilitator used the Microphone to mute/unmute as needed			*** ELM / Develop / ask open ended questions. Why important for future use, future environment**			

POLYCOM VTC POST OPERATIONS Overall Score:	GO X	NG X	Comment /Corrective Action	SUMMARY / FEEDBACK	GO X	NG X	Comment /Corrective Action
Disconnect call using Polycom Remote Control				Summarized lesson			
Mute Polycom Microphone				* ELM / Apply / Assessment formative or summative			
Turn off Aver Document Camera				Provided feedback			
Turn off Polycom Video-Conference System							
Turn off TV using Samsung Remote Control							
Turn off SMART Podium							
Log-off Computer							

Assessed Facilitator Signature: _____ **Date:** _____

Comments:

Pre-check / A.D.T. : 14 During OPS / Interactivity: 18 Post OPS / Summarize: 10	EXEMPLARY (91% – 100%)	COMPETENT (80% – 90%)	DEVELOPING (70% – 79%)	ADDITIONAL COACHING/ MENTORING (0 – 69%)	Total Score: Total Points (Go's): /42

Certifying Official Signature: _____ **Date:** _____

Comments:

Cognitive Domain Level of Learning Achieved:

   Create   Apply   Evaluate   Understand   Analyze   Remember

Overall Affective Domain Level Observed:

   Characterizing   Organization   Valuing   Responding   Receiving

Comments Recommendations Constructive Feedback:

   Behaviors   Attitudes   Mannerisms   Technology Utilization   Methodologies   Collaboration

NOTE: Any item not accomplished with an * is a failed attempt, & must be Re-Assessed

NCOLCoE DL QUARTERLY PERFORMANCE OBSERVATION CHECKLIST

Name: (L,F,M) _____ Rank/Grade: _____ Date/Time: _____

Unit: _____ Location: _____ Course Title: _____

| 1st QTR 85% ^ | | 2nd QTR 85% ^ | | 3rd QTR 85% ^ | | 4th QTR 85% ^ | |

STUDENT MANAGEMENT	GO X	NG X	Comment /Corrective Action	CURRICULUM MANAGEMENT	GO X	NG X	Comment /Corrective Action
Student management of information, Admin Documents				Curriculum management of Resourced material			
Announcements				Assignments			
Threaded Discussion, Student Participation				ALC 2020			
E-Mail				Operational Environment (OE)			
Phone				Learning methodology			
Grade Book, Video Classroom							
FACILITATE LEARNING OUTCOME	GO X	NG X	Comment /Corrective Action	TECHNOLOGY MANAGEMENT	GO X	NG X	Comment /Corrective Action
*CE / Assignment Automation				Use of collaboration, automation tools (Wiki, Blogs, etc.)			
*PP / Feedback, Threaded Discussion Board or Forum				Coupling of technology with learning (IMI, Video Recording, etc.)			
Students Understand Learning Objective				Effective Communication with students			
*Develop / Reflective Journal, Threaded Discussion Board or Forum				Approach to teaching and learning student centered			
*Apply / assessment tools: 1. Writing, 2. Group Assignment, 3. Practical Exercises. Formative or Summative							
Summarize							
Provide Assessment Feedback							
Students met learning outcome							

NCOLCoE DL QUARTERLY PERFORMANCE OBSERVATION CHECKLIST, cont

Assessed Facilitator Signature: _____ **Date:** _____

Comments:

Student Mgmt. / Curriculum Mgmt.: 11 Learning Outcome / T.M.: 12	EXEMPLARY (91% – 100%)	COMPETENT (80% – 90%)	DEVELOPING (70% – 79%)	ADDITIONAL COACHING/ MENTORING (0 – 69%)	Total Score: Total Points (Go's) /23

Certifying Official Signature: _____ **Date:** _____

Comments:

Cognitive Domain Level of Learning Achieved:

Create   Apply   Evaluate   Understand   Analyze   Remember

Overall Affective Domain Level Observed:

Characterizing   Organization   Valuing   Responding   Receiving

Comments Recommendations Constructive Feedback:

Behaviors   Attitudes   Mannerisms   Technology Utilization   Methodologies   Collaboration

NOTE: Any item not accomplished with an * is a failed attempt, and must be Re-Assessed

(Office Symbol)   Date

SUBJECT: Request for Instructor Certification Certificate (ICC) **_Example_**.

1. The following individual(s) meet(s) the candidate certification requirements listed in the NCOLCoE Instructor Certification Program (ICP) effective 1 March 2020.

   a. Rank: _____   Full Name: _____

   b. Assigned position   SGL: _____   SSGL _____

   c. Course: BLC: _____   MLC: _____   BSNCOC: _____

   d. Leadership Experience: Position: _____   Date: _____

   e.   FIFC: _____   IFSC: _____

   f. AdLIC: _____   BbBC: _____   AFSC: _____

   g. FDP 1: _____   FDP 2: _____

   h. CFD-IC   _____

   i. Current APFT Date: _____

   j. Meets height/weight standards IAW AR 600-9:   Yes _____   No _____

   k. Flagged/actions pending?   Yes _____   No _____

   l. Waiver(s) or Exception to Policy (ETP) required?   Yes _____   No _____

   m. Copy of approved waiver(s) or ETP(s) attached?   Yes _____   No _____

   n. Date Certification Completed: _____

2. Point of contact is the undersigned at COMML: XXX-XXXX, DSN: XXX-XXXX and email address.

                                                    JIMMY J. SELLERS
                                                    CSM, USA
                                                    Commandant

NOTE: Request memorandum may include more than one individual with all required information for each.

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Approval Authority	The Commandant, NCOLCoE, has reviewed and approved this Instructor Certification Program (ICP) for instructor/facilitators in the Non-Commissioned Officer Professional Development System (NCOPDS) and functional courses for which NCOLCoE is the proponent.

JIMMY J. SELLERS
CSM, USA
Commandant