

Noncommissioned Officer Leadership Center of Excellence (NCOLCoE)

Instructor/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 the 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 courses: Basic Leader Course (BLC), Master Leader Course Resident (MLC) and Distributed Learning (MLC-DL), Sergeants Major Course Resident (SMC-R) and Distributed Learning (SMC-DL), Battle Staff Noncommissioned Officer Course Resident (BSNCOC) and Video-Teleconference (BSNCOC-VTT), and SGM International Military Students Pre-Course (SGM-IMSPC).

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SUPERSESSSION This publication supersedes all previous issues of the Noncommissioned Officer Leadership Center of Excellence Instructor/Facilitator Certification Program (ICP).

**Approval
Authority**

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

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Chapter 1

General

1-1. Purpose

The certification of instructors/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 Noncommissioned Officer Leadership Center of Excellence (NCOLCoE) is the program of instruction (POI) proponent. This publication establishes guidance, policy and procedures for the NCOLCoE Instructor/Facilitator Certification Program (ICP). It defines the target audience and outlines certification processes in support of regulatory requirements. Any additional instructor/facilitator certification requirements not addressed in this ICP will be clearly delineated in the applicable Course Management Plan (CMP).

1-2. References

- a. Army Regulation 614-200, Assignments, Details and Transfers: Enlisted Assignments and Utilization Management, 25 Jan 2019.
- b. CGSC Bulletin 690, Title 10 Manual- Appendix B, 27 Jun 2017.
- c. CGSC Bulletin 907, Faculty and Staff Development Programs, 18 Dec 2020.
- d. NCOLCoE Policy Memorandum #23, Decertification/Recertification of Instructors, 3 Aug 2021.
- e. Sergeants Major Academy (SGM-A) Supplement 1 to CGSC Bulletin 690 (Appendix B, 27 Jun 2017), 29 Sep 2020.
- f. TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 Jul 2017.
- g. TRADOC Pamphlet 350-70-3, Faculty and Staff Development, 4 Oct 2018.

1-3. Responsibilities

- a. Commandants: To ensure success, Commandants must take a personal interest in the selection, assignment, and certification of instructors/facilitators. They must interview potential instructors/facilitators and select them based on their demonstrated performance, apparent leadership experience, communication skills, military appearance, physical fitness, attitude, and motivation. Commandants or their designated representative must
 - (1) Conduct an initial interview and screening selection board (Human Resources Command (HRC) and National Guard Bureau (NGB) assist in the identification of Soldiers who meet the initial qualifications)
 - (2) Ensure instructor/facilitator candidates meet higher headquarters initial selection criteria qualifications IAW Form 400-1, Part 1: Initial Instructor/Facilitator Qualification Checklist located in Appendix A
- b. Quality Assurance Program: To monitor and provide oversight for relevant training and professional military education requirements in order to meet unit, Soldier, and leader competency needs throughout the Army by:
 - (1) Monitoring the Instructor/Facilitator Certification process developed and maintained within the NCOLCoE for component 1, 2 and 3 NCO Academies, Regimental Training Institutes (RTIs), Multifunction Training Units (MFTUs) worldwide
 - (2) Monitor a learning environment that fosters NCO Common Core Competencies (NCO C3) with instructional strategies

(3) 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

(4) Processing instructor/facilitator certification requests for component 1, 2 and 3 NCO Academies, RTIs, MFTUs worldwide

c. NCOLCoE Staff and Faculty Development Division

(1) Ensures faculty are provided opportunities to attend required training

(2) Establishes structured faculty and staff development events for continuing professional development, recertification, and credentialing opportunities

(3) Develops a course-specific instructor/facilitator certification process for proponent courses

(4) Supports the ArmyU reporting process; collects data to facilitate compiling the data annually or as requested for submission to the CG, Combined Arms Center (CAC)

Processes instructor/facilitator certification requests for Sergeants Major Academy (SGM-A) courses

Chapter 2

Instructor Requirements

2-1. Initial Selection Criteria

a. All personnel seeking certification must:

(1) Meet the initial selection criteria for instructor duty as outlined in AR 614-200 para 6-9, Selection Criteria

(2) Be assigned to an instructor/facilitator table of distribution and allowances (TDA) position, subject to local policy

(3) Have a certified instructor/facilitator assigned as a mentor during the certification process

(4) Meet all initial instructor/facilitator qualifications as identified in Form 400-1, Part 1: Initial Instructor/Facilitator Qualification Checklist located in Appendix A

(5) Be a graduate of the course they are going to teach

(6) Meet instructor/facilitator certification requirements as outlined in this document

b. Individuals that will perform instructor/facilitator duties for the Sergeants Major Course Resident or Distributed Learning must also

(1) Be a U.S. citizen (by birth or naturalization)

(2) Have a minimum GT score of 100

c. Military Instructor/Facilitator:

(1) Be a graduate of the course they are going to teach

(2) Be in compliance with AR 600-9 (The Army Body Composition Program)

(3) Pass the APFT/ACFT, as outlined in AR 350-1, AR 614-200, and FM 7-22.

d. Reserve Component (RC):

(1) RC instructors/facilitators are required to participate in the credentialing program as determined by the proponent Center of Excellence (CoE) Schools

(2) All qualification and certification requirements for RC should be achievable within one Total Army Training System (TATS) training year (13 months)

(3) Requirements should not require travel to the institution location for Part 2 and 3 of the certification process

(4) The proponent certifying authority for RC personnel should be the same authority that certifies Active Army (AA) Soldier and Army Civilian Personnel (ACP) faculty

e. Civilian and Contract Instructor/Facilitator:

(1) DAC and contract instructors/facilitators must successfully complete the current Foundational, Army U-provided instructor/facilitator course or Army U-approved equivalent course

(2) DACs and contractors must be graduates of the course/block of instruction they will teach

(3) Complete Part 1, 2, and 3 of the NCOLCoE Instructor/Facilitator Certification Program

(4) Be in compliance with the qualification requirements as delineated in the Position Description/ Performance Work Statement (PWS)

2-2. NCOLCoE Instructor/Facilitator Certification Program (ICP)

The NCOLCoE Instructor/Facilitator Certification process is designed to prepare Soldiers, Department of the Army Civilians (DACs), and authorized contractors for positions of responsibility as professional Army faculty and staff. The outcome is that individuals certified through the program will display competence in instructional techniques and courseware development, demonstrate subject matter expertise, and embody the professional, legal, and ethical behavior in the performance of their duties as World Class Faculty. Centers of Excellence with proponent schools are authorized to develop a course-specific certification process for proponent courses (see TR 350-70-3 paragraph 2-3), as such, the NCO Leadership Center of Excellence has developed the NCOLCoE Instructor/Facilitator Certification Program (ICP) outlined in this document.

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

The NCOLCoE ICP is a **four-part program** modeled after the four phases of the Common Faculty Development Program (CFDP) as outlined in TP 350-70-3. The program provides new instructors/facilitators the required skills to perform their duties as an instructor/facilitator. Instructor/facilitator candidates must complete Part 1, 2, and 3 of the NCOLCoE ICP before beginning their duties as Primary Instructor/Facilitator (PI).

a. **Part 1.** Part 1 addresses adult learning principles articulated in the Army Learning Model and incorporates nationally and/or internationally recognized faculty competencies and outcomes. Completion of Part 1 qualifies the certification candidates to instruct/facilitate but does NOT satisfy the certification requirement. To become qualified to teach at their prospective schools, certification candidates must:

(1) Complete the Common Faculty Development Instructor Course (CFD-IC)

(2) Complete all site-specific certification requirements for the course they will teach

b. **Part 2.** Part 2 combines foundational educational methodology with technical content. During Part 2, certification candidates learn/achieve the technical standard for mastery of the content to be taught. They must:

(1) Serve as an Assistant Instructor/Facilitator (AI) to a certified faculty member of the same course for a minimum of 40 hours

- (2) Instruct a minimum of one lesson of the course they will teach
- (3) Be evaluated by a certified instructor/facilitator of the same course a minimum of one-time using Form 400-2/3, Part 2 and 3: NCOLCoE Observation Assessment Competency Standard Rubric located in Appendix A
- (4) Obtain a score of 75% or higher on the observation rubric (centers and schools have the discretion to determine if more than one evaluation is needed before advancing in the program)
- c. **Part 3.** Part 3 is the certification candidate's opportunity to demonstrate subject matter expertise and proficiency in the methods and techniques for delivery of instruction. Under the observation and supervision of a certified instructor/facilitator of the same course, the instructor/facilitator candidate must:
 - (1) Serve as the lead instructor/facilitator for a minimum of 40 academic hours
 - (2) Be evaluated a minimum of one-time using Form 400-2/3, Part 2 and 3: NCOLCoE Observation Assessment Competency Standard Rubric located in Appendix A
 - (3) Obtain a score of 80% or higher on the observation rubric (centers and schools have the discretion to determine if more than one evaluation is needed before advancing in the program)

NOTE: Individuals that fail to meet or complete Part 1, 2 and 3 requirements will not be certified.

d. **Part 4.** Per TP 350-70-3, instructors/facilitators must re-certify every five years. Part 4 provides the opportunity for certified instructors/facilitators to continue to develop professionally. This may include advanced faculty development courses, credentialing opportunities, a short-term faculty development program, or other opportunities for additional professional development. (See paragraph 3-2 for recertification process)

2-3. Site Specific Requirements

"Site-specific" means that the program is adaptable to the requirements found at each of the local centers and schools for their unique content and faculty populations. In addition to the criteria outlined in AR 614-200 and NCOLCoE Instructor/Facilitator Certification Program requirements outlined above, instructors/facilitators must meet the additional requirements for the specific course for which they are seeking certification

- a. Basic Leader Course (BLC)
 - (1) Meet the initial instructor/facilitator requirements as delineated on Form 400-1, Part 1: Initial Instructor/Facilitator Qualification Checklist located in Appendix A
 - (2) Small Group Leaders (SGLs) must be a SSG (only two E5s authorized per NCOA)
 - (3) Senior Small Group Leader (SSGLs) must hold the rank of SFC
 - (4) Be a graduate of the following courses (or equivalent):
 - (a) BLC
 - (b) Blackboard Basics Instructor Training Course (BbBC) 101
 - (c) Digital Learning Instructor Course (DLIC)
 - (5) Complete Part 1, 2, and 3 of the NCOLCoE Instructor/Facilitator Certification process
- b. Master Leader Course (MLC) Resident
 - (1) Meet the initial instructor/facilitator requirements as delineated on Form 400-1, Part 1: Initial Instructor/Facilitator Qualification Checklist located in Appendix A
 - (2) Be a SGM, MSG, or SFC
 - (3) Be a graduate of the following courses (or equivalent):

- (a) MLC
- (b) Blackboard Basics Instructor Training Course (BbBC) 101
- (c) Digital Learning Instructor Course (DLIC)
- (4) Complete Part 1, 2, and 3 of the NCOLCoE Instructor/Facilitator Certification process
- c. Master Leader Course Distributed Learning (MLC-DL)
 - (1) Meet the initial instructor/facilitator requirements as delineated on Form 400-1, Part 1: Initial Instructor/Facilitator Qualification Checklist located in Appendix A
 - (2) Be a SGM, MSG, or SFC
 - (3) Be a graduate of the following courses (or equivalent):
 - (a) MLC
 - (b) Blackboard Basics Instructor Training Course (BbBC) 101
 - (c) Digital Learning Instructor Course (DLIC)
 - (4) Complete Part 1, 2, and 3 of the NCOLCoE Instructor/Facilitator Certification process
- d. Sergeants Major Course Resident (SMC-R)
 - (1) Meet the initial instructor/facilitator requirements as delineated on Form 400-1, Part 1: Initial Instructor/Facilitator Qualification Checklist located in Appendix A
 - (2) Be a SGM, service equivalent, or a qualified Civilian
 - (3) Possess a conferred graduate degree from a regionally accredited institution (per SGM-A Supplement 1 to CGSC Bulletin 690 Appendix B, “Tested Experience” is authorized in lieu of a graduate degree, however, the instructor must have a regionally accredited bachelor’s degree and agree to enroll in a regionally accredited master’s degree program)
 - (4) Be a graduate of the following courses (or equivalent):
 - (a) SMC
 - (b) Blackboard Basics Instructor Training Course (BbBC) 101
 - (c) Digital Learning Instructor Course (DLIC)

NOTE: Instructors/facilitators assigned to the SMC of the Sergeants Major Academy (SGM-A) are subject to additional requirements as a branch campus of the Command and General Staff College (CGSC) IAW CGSC Circular 350-1 (College Catalog), CGSC Bulletin 690, and CGSC Bulletin 907.

- e. Sergeants Major Course Distributed Learning (SMC-DL)
 - (1) Meet the initial instructor/facilitator requirements as delineated on Form 400-1, Part 1: Initial Instructor/Facilitator Qualification Checklist located in Appendix A
 - (2) Be a SGM, service equivalent, or a qualified Civilian
 - (3) Possess a conferred graduate degree from a regionally accredited institution (per SGM-A Supplement 1 to CGSC Bulletin 690 Appendix B, “Tested Experience” is authorized in lieu of a graduate degree, however, the instructor must have a regionally accredited bachelor’s degree and agree to enroll in a regionally accredited master’s degree program)
 - (4) Be a graduate of the following courses (or equivalent):
 - (a) SMC
 - (b) Blackboard Basics Instructor Training Course (BbBC) 101
 - (c) Digital Learning Instructor Course (DLIC)
- f. Battle Staff Noncommissioned Officer Course (BSNCOC) Resident
 - (1) Meet the initial instructor/facilitator requirements as delineated on Form 400-1, Part 1: Initial Instructor/Facilitator Qualification Checklist located in Appendix A

- (2) SGL must be SFC or higher
- (3) SSGL must be MSG or higher
- (4) Possess the Additional Skill Identifier (ASI) “2S”
- (5) Have 12 months experience on a battle staff at BN level or higher
- (6) Be a graduate of the following courses (or equivalent):
 - (a) BSNCOE
 - (b) Blackboard Basics Instructor Training Course (BbBC) 101
 - (c) Digital Learning Instructor Course (DLIC)
- (7) Be a graduate of BSNCOE or equivalent course
- (8) Be a graduate of Blackboard Basics Instructor Training Course (BbBC) 101
- (9) Be a graduate of Digital Learning Instructor Course (DLIC)
- (10) Complete Part 1, 2, and 3 of the NCOLCoE Instructor/Facilitator Certification process

NOTE: The Site Facilitator at the receiving site must also be a graduate of the Video tele-Training Instructor Training Course (VTTITC).

- g. Battle Staff Noncommissioned Officer Course Video-Teleconference (BSNCOE-VTT)
 - (1) Meet the initial instructor/facilitator requirements as delineated on the Form 400-1, Part 1: Initial Instructor/Facilitator Qualification Checklist located in Appendix A
 - (2) SGL must be SFC or higher
 - (3) SSGL must be MSG or higher
 - (4) Possess the Additional Skill Identifier (ASI) “2S”
 - (5) Have 12 months experience on a battle staff at BN level or higher
 - (6) Be a graduate of the following courses (or equivalent):
 - (a) BSNCOE
 - (b) Blackboard Basics Instructor Training Course (BbBC) 101
 - (c) Digital Learning Instructor Course (DLIC)
 - (d) Video tele-Training Instructor Training Course (VTTITC)
 - h. SGM International Military Students Pre-Course (SGM-IMSPC)
 - (1) Meet the initial instructor/facilitator requirements as delineated on Form 400-1, Part 1: Initial Instructor/Facilitator Qualification Checklist located in Appendix A
 - (2) Be a SGM, service equivalent, or a qualified Civilian
 - (3) Be a graduate of the following courses (or equivalent):
 - (a) SMC
 - (b) Blackboard Basics Instructor Training Course (BbBC) 101
 - (c) Digital Learning Instructor Course (DLIC)
- NOTE: International Military Students Pre-Course (IMSPC) instructor/facilitator ARE NOT required to be graduates of the course

Chapter 3

Certification

3-1. Instructor/Facilitator Certification Certificate (ICC)

Upon completion of NCOLCoE ICP Parts 1, 2, and 3, the unit chain of command will submit appropriate certification documentation through the local Chief, Faculty Staff Development Office to the Division Officer Trainer (DOT), deputy DOT, or designated representative within

the institution/CoE for the faculty member to receive proponent certification for the site-specific course content. The Instructor/Facilitator Certification Certificate (ICC) request process is as follows:

a. NCOAs

(1) Instructor successfully completes Part 1, 2, and 3 of the NCOLCoE Instructor Certification Program

(2) The Unit submits Request for Instructor Certification Certificate Memorandum to NCOLCoE, QAO, Director

(3) Request for Instructor Certification Certificate Memorandum is processed, signed by NCOLCoE Commandant, and returned to requesting agency

(4) Certification is valid for five years

b. SGM-A

(1) Instructor successfully completes Part 1, 2, and 3 of the NCOLCoE Instructor Certification Program

(2) SGM-A Chief of Education submits Request for Instructor Certification Certificate Memorandum to NCOLCoE, Staff and Faculty Development Division (SFDD), Chief

(3) Request for Instructor Certification Certificate Memorandum is processed, signed by NCOLCoE Commandant, and returned

(4) Certification is valid for five years

3-2. Recertification Process

In accordance with TR 350-70, NCOLCoE will develop and administer a re-certification process to ensure all faculty are knowledgeable, current, and proficient in educational concepts, instructor's/facilitator's tenure. Instructors/facilitators who fail to re-certify within the five-year period may be removed from active faculty positions at the discretion of the associated school commandant until they are able to meet the re-certification requirements. There are two (2) categories of instructors/facilitators that require re-certification

a. Instructor/Facilitator who has taught continuously for 5 years: these instructors/facilitators must complete the NCOLCoE Instructor/Facilitator Recertification Course

b. Instructor/Facilitator who was previously certified but has not taught in a military learning environment within the last 5 years must be re-certified within 60 days of assuming an instructor/facilitator position. At a minimum, recertification candidates will

(1) Complete the Common Faculty Development Instructor Course (CFD-IC)

(2) Complete all site-specific certification requirements for the course they will teach

(3) Have a certified instructor/facilitator assigned as a mentor during recertification

(4) Serve as the lead instructor/facilitator for a minimum of 40 academic hours

(5) Be evaluated a minimum of one-time using Form 400-2/3, Part 2 and 3: NCOLCoE Observation Assessment Competency Standard Rubric located in Appendix A

(6) Obtain a score of 80% or higher on the observation rubric (centers and schools have the discretion to determine if more than one evaluation is needed before advancing in the program)

c. Instructor/Facilitator who was decertified and removed from an instructor position can only recertify by completing NCOLCoE ICP Parts 1, 2, and 3 in their entirety

3-3. Decertification

All instructors (Military, Civilian, and Contractors) will meet all requirements stipulated in the NCOLCoE Instructor Certification Program (ICP), AR 614-200, TP 350-70-3, and TR 600-21,

for those that are participants in that program. Instructors are directly in contact with the students and represent the command in the presentation of instruction. They serve as the role model for students and will be technically competent and professional in demeanor.

Decertification is the process by which the Commandant revokes the instructor certification and removes that instructor/facilitator from that role

- a. Decertifying an instructor/facilitator is an adverse action intended for circumstances where the unit has completely lost faith in an instructor's ability to lead, teach, and mentor
- b. The NCOLCoE Commandant serves as the authority to approve/disapprove the decertification of instructors assigned to NCOLCoE and SGM-A. This authority is not limited to the review and recommendation made by the instructor(s) chain of command
- c. Civilian Instructors: Civilian Instructors may be subject to appropriate performance and/or conduct corrective action, In either case, the unit must ensure that, if the person who is the subject of the decertification action is a Civilian, the appropriate performance and/or conduct documentation accompanies the resulting decertification action as explained under 5 CFR, DODI 1400.25, and/or AR 690-300. In other words, this policy cannot circumvent the normal regulatory requirements for addressing performance or conduct issues with Civilians and must follow the Collective Bargaining Agreement (CBA)
- d. All requests for decertification will include at a minimum, counseling statements, a corrective action plan, and a memorandum to the approval authority which stipulates the reason for the decertification
- e. If an instructor is recommended for decertification, the instructor's chain of command will develop and execute a corrective action plan and ensure that the individual is given ample time to correct all identified deficiencies/short comings. Upon decertification of an instructor/facilitator, the unit will inform, in writing, the instructor/facilitator, NCOLCoE QAO Director, and NCOLCoE SFDD Chief
- f. Recertification: Failure to meet and maintain qualification/certification/recertification standards IAW established regulatory/proponent guidance will result in the removal from the instructor position until final disposition as determined by the Commandant (NCOLCoE) or designated representative. Decertified instructors can only re-certify by completing the recertification process (Parts 1, 2, and 3) which is stipulated in the NCOLCoE ICP. If the person failing to meet and/or maintain their recertification is a Civilian, the prescribed regulatory guidance stipulated in paragraph 5c must be followed

3-4. Skill Identifier/Special Qualification Identifier (per TP 350-70-3)

- a. The Skill Identifier (SI) or Special Qualification Identifier (SQI) is awarded only after completion of the certification process. This includes completion and approval of the certification request packet and Army Human Resources Command (HRC) approval of the request for award of an SI or SQI
- b. Upon successful completion of instructor/facilitator or developer certification, the SI/SQI packet will be submitted through the local school's DOT/D/DOT or authorized personnel to the S-1/G-1 Military Personnel Office for action
- c. All requests for award of an SI/SQI (instructor and developer) will comply with AR 611-1 and DA Pamphlet (PAM) 611-21

d. Military instructor/facilitator will receive the SI “5K” (officer) or SQI “8” (WO or NCO) pursuant to AR 611-1 and DA Pam 611-21. Developers will receive a SI “7Q” or SQI “2” pursuant to AR 611-1 and DA Pam 611-21

Category	SI / SQI	Instructor	Developer
Officer	SI	5K	7Q
Warrant Officer and/or NCO	SQI	8	2

3-5. Records Management

All files must be maintained IAW AR 25-400-2, Electronic Army Records Information Management System (ARIMS) Filing System (EAFS)

a. Instructor/Facilitator Records Requirements

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

(2) Current APFT/ACFT 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, in regard to Instructor

Qualification/Certification requirements signed by the appropriate approving authority

(7) Proponent Instructor/Facilitator 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. Requests for exception to policy. If required, Commandants or their designated representative must submit requests for an exception to policy (ETP) through the NCOLCoE QAO, Director

APPENDIX A

FORMS

Form 400-1

Part 1: Instructor/Facilitator Initial Qualification Checklist

Form 400-2/3

Part 2 and 3: NCOLCoE Observation Assessment Competency Standard Rubric

Form 400-4

VTC Quarterly Performance Observation Rubric

Form 400-5

DL Observation Rubric

FORM 400-1

Part 1: Instructor/Facilitator Initial Qualification Checklist

ALL individuals seeking instructor/facilitator certification must -				YES	NO	N/A
1. Meet the initial selection criteria for instructor duty as outlined in AR 614-200 para 6-9, Selection Criteria						
2. Possess "1" or "2" under "E" of physical profile						
3. Be assigned to an instructor/facilitator table of distribution and allowances (TDA) position (subject to local policy)						
4. Have a certified instructor/facilitator assigned as a mentor during the certification process						
5. Individuals that will perform instructor/facilitator duties for the SMC or SMC-DL must also -						
a. Be a U.S. citizen (by birth or naturalization)						
b. Have a minimum GT score of 100						
In addition to the initial selection criteria listed above, candidate must meet the following site-specific requirements for the course they will teach:						
6. Basic Leader Course (BLC)						
a. SGL must hold the rank of SSG (Only two SGTs authorized per NCOA)						
b. SSGL must hold the rank of SFC						
c. Is a graduate of BLC (or equivalent)						
d. Has completed CFD-IC						
e. Has completed BbBC 101						
f. Has completed AdLIC or DLIC						
7. Master Leader Course (MLC) Resident						
a. Is a SGM, MSG or SFC						
b. Is a graduate of MLC (or equivalent)						
c. Has completed CFD-IC						
d. Has completed BbBC 101						
e. Has completed AdLIC or DLIC						
8. Master Leader Course Distributed Learning (MLC-DL)						
a. Is a SGM, MSG or SFC						
b. Is a graduate of MLC (or equivalent)						
c. Has completed CFD-IC						
d. Has completed BbBC 101						
e. Has completed AdLIC or DLIC						
9. Sergeants Major Course Resident (SMC-R)						
a. Is a SGM, service equivalent, or a qualified Civilian						
b. Has a conferred graduate degree from a regionally accredited institution						
c. Is a graduate of the SMC (or equivalent)						
d. Has completed CFD-IC						
e. Has completed BbBC 101						
f. Has completed AdLIC or DLIC						
10. Sergeants Major Course Distributed Learning (SMC-DL)						
a. Is a SGM, service equivalent, or a qualified Civilian						
b. Is a graduate of the SMC (or equivalent)						
c. Has completed CFD-IC						
d. Has completed BbBC 101						
e. Has completed AdLIC or DLIC						

FORM 400-1

Part 1: Instructor/Facilitator Initial Qualification Checklist

11. Battle Staff Noncommissioned Officer Course (BSNCOC) Resident			
a. SGL must hold the rank of SFC or higher			
b. SSGL must hold the rank of MSG or higher			
c. Possess the Additional Skill Identifier (ASI) "2S"			
d. Has 12 months experience on a battle staff at BN level or higher			
e. Is a graduate of the BSNCOC (or equivalent)			
f. Has completed CFD-IC			
g. Has completed BbBC 101			
h. Has completed AdLIC or DLIC			
i. <i>If site facilitator</i> , is a graduate of the Video tele-Training Instructor Training Course (VTTITC)			
12. Battle Staff Noncommissioned Officer Course Video-Teleconference (BSNCOC-VTT)			
a. SGL must hold the rank of SFC or higher			
b. SSGL must hold the rank of MSG or higher			
c. Possess the Additional Skill Identifier (ASI) "2S"			
d. Has 12 months experience on a battle staff at BN level or higher			
e. Is a graduate of the BSNCOC (or equivalent)			
f. Has completed CFD-IC			
g. Has completed BbBC 101			
h. Has completed AdLIC or DLIC			
i. Has completed the Video tele-Training Instructor Training Course (VTTITC)			
13. SGM International Military Students Pre-Course (SGM-IMSPC)			
a. Be a SGM, service equivalent, or a qualified Civilian			
b. Is a graduate of the SMC (or equivalent)			
c. Has completed CFD-IC			
d. Has completed BbBC 101			
e. Has completed AdLIC or DLIC			
Certification Candidate Signature:			
<i>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.</i>			
Certifying Official (L/F/MI):		Rank:	
Certifying Official Title:			
Certifying Official Signature:		Date:	

Instructions:

- Enter dates in MM/DD/YY format.
 - The assigned certifying course official will **NOT** sign the form until all required exceptions to policy (ETP) or waiver(s) request are approved.
 - Approved copies of any ETP/waiver will be forwarded to NCOLCoE SFDD Director.
 - The assigned certifying course official will conduct the appropriate counseling using DA Form 4856.
 - Inform the certification candidate the date/time and lesson they will begin in the Part 2 evaluation.
- AdLIC= Asynchronous Distributed Learning Instructor Course
BbBC= Blackboard.com Blackboard Basic course or the Blackboard.com Blackboard Collaborate Ultra course
CFD-IC= Common Faculty Development Instructor Course
DLIC= Digital Learning Instructor Course

FORM 400-2/3
Part 2 and 3: NCOLCoE Observation Assessment Competency Standard Rubric

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

Unit: _____ Location: _____ Course Title: _____

PART 2
 40 hours as assistant instructor
 75% required

☐

PART 3
 40 Hours as lead instructor
 80% required

☐

QUARTERLY OBSERVATION

85% required
 1st 2nd 3rd 4th
☐ ☐ ☐ ☐

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

ADMINISTRATIVE/ INTRODUCTION	EXEMPLARY 5 100% (A+)	COMPETENT 4.5 – 4 90% (A) – 80% (B)	DEVELOPING 3.5 – 3 70% (C) - 60	Total Points Possible for this trait: 30
Administrative Procedures	Professionally captured <u>all</u> 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.	Not evaluated
Safety *	Informed the students of <u>all</u> 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.	Not evaluated
Risk Assessment *	Completely identified <u>all</u> 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.	Not evaluated
Environmental *	Informed <u>all</u> 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.	Not evaluated
Evaluation Strategy	Informed <u>all</u> 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.	Not evaluated

FORM 400-2/3

Part 2 and 3: NCOLCoE Observation Assessment Competency Standard Rubric

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.	Not evaluated
PRESENTATION	EXEMPLARY 5 100% (A+)	COMPETENT 4.5 – 4 90% (A) – 80% (B)	DEVELOPING 3.5 – 3 70% (C) – 60	Total Points Possible for this trait: 75
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 student 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.	Not evaluated
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.	Not evaluated
Introduce Learning Objectives; Transition to GNI	Facilitator transitioned from P&P into GNI based on something that was said & lead-in by introducing the Learning Objectives.	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.	Not evaluated
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.	Not evaluated
ibstpi Competency 7 and 13 Stimulate and Sustain Motivation and Engagement. Promote Transfer of Knowledge and Skills.	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. Ensure goals and objectives are clear.	Provided opportunities for learners to participate and succeed. Gained and maintained learner attention by establishing relevance.	Not evaluated
ibstpi Competency 8 and 9 Presentation and Facilitation Skills	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.	Not evaluated

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ibstpi Competency 11 Provide Clarification and 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 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.	Not evaluated
ibstpi Competency 17 Learning Management	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.	Not evaluated
(ibstpi) Competency 12 Promote Retention of Knowledge and Skills	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.	Not evaluated
(ibstpi) Competency 15 Assess Learning and Performance	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.	Not evaluated
(ibstpi) Competency 1 Communicate Effectively	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.	Not evaluated
(ibstpi) Competencies 3 and 4 Ethical and Legal Standards Professional Credibility.	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.	Not evaluated
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.	Not evaluated

FORM 400-2/3
Part 2 and 3: NCOLCoE Observation Assessment Competency Standard Rubric

APPLY * Assessment Formative / Summative	The Facilitator had an exceptional assessment activity or measurement instrument which allowed the students to demonstrate their master of the learning objective, individually or collectively.	The Facilitator had an appropriate activity or measurement instrument which allowed the students 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	Not evaluated
Clarity & Feedback I/P/F <u>Individual</u> - discover the truth about something <u>Peer</u> - for a level of fairness <u>Facilitator</u> - provide clarity	Always acknowledged student 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 student comments or questions and responded with feedback. Addressed questions and clarified the teaching points. Occasionally recognized signs that some students needed clarification.	Rarely acknowledged student 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.	Not evaluated
SUMMARIZE/ IMPERATIVES	EXEMPLARY 5 100% (A+)	COMPETENT 4.5 – 4 90% (A) – 80% (B)	DEVELOPING 3.5 – 3 70% (C) - 60	Total points possible for this trait: 30
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.	Not evaluated
Overall Effective Communicator	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.	Not evaluated
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.	Not evaluated
Intellectual Traits	Facilitator fostered the following positive essential intellectual traits toward the learning environment, humility, courage, empathy, autonomy, integrity, perseverance, reasoning, fair-mindedness.	Facilitator was reasonable toward other points of view and did not allow personal biases to influence the learning environment.	The Facilitator seemingly is still developing positive traits; observed behaviors of arrogance, narrow mindedness, hypocrisy, unfairness.	Not evaluated
Achieved Learning Outcome	Highly achieved learning outcome, evident from student's feedback, & observations.	Achieved learning outcome.	Partially achieved learning outcome.	Not evaluated
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.	Not evaluated

FORM 400-2/3
Part 2 and 3: NCOLCoE Observation Assessment Competency Standard Rubric

POINTS PER TRAIT			TOTAL POINTS	CALCULATED %
Admin/Intro (30 possible)	Presentation (75 possible)	Summarize (30 possible)	Sum of all points per trait (135 max)	total points/135 (100% max)

RATING	EXEMPLARY (100% - 91%)	COMPETENT (90% - 80%)	DEVELOPING (79% - 70%)	ADDITIONAL COACHING/MENTORING (69% - 0%)
	☐	☐	☐	☐

Assessed Facilitator Signature:	Date:
Comments:	
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

FORM 400-4
VTC Quarterly Performance Observation Rubric

Name: (L, F, M.) _____ **Rank/Grade:** _____ **Date/Time:** _____
Unit: _____ **Location:** _____ **Course Title:** _____

QUARTERLY OBSERVATION
85% required

1st ☐ **2nd** ☐ **3rd** ☐ **4th** ☐

POLYCOM VTC PRECHECKS	YES	NO	Comment/Corrective Actions
Login to Computer			
Turn on SMART Podium			
Turn on TV using Samsung remote control			
Turn on Polycom Video-Conference System with Polycom remote control			
Turn on AVer Document Camera			
Ensure Polycom microphone is operational			
Dial into call with Polycom Remote Control			
APPEARANCE & DELIVERY TECHNIQUES (ADT)	YES	NO	Comment/Corrective Actions
Appear professional and have good posture			
Introduce self and Establish rapport with audience			
* ELM / Concrete Experience (CE) / Publish & Process (PP). Transition into learning objective			
Define new terms and Clearly articulate thoughts			
Maintain eye contact via camera			
Paraphrase students' statements			
Keep within given time limits			
POLYCOM VTC DURING OPERATIONS	YES	NO	Comment/Corrective Actions
Ensure Camera is at "Rank" Level			
Transition between Main Camera, SMART Podium and Document Camera			
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			
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			
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			
Document Camera to Main Camera: Press the Menu Button; scroll to Show Content; press the Select Button; Select Hide Document Camera			
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			
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			
Facilitator used the microphone to mute/unmute as needed			
INTERACTIVITY	YES	NO	Comment/Corrective Actions
* ELM / Generalize New Information (GNI). Engage students early and often			
Involve all students			
Employ effective questioning			
Include learner centric activity / practical exercise			
Effective check on learning			
Displayed multi mediums effectively: Document Camera, Smart Monitor, Computer generated images or presentations, Main Camera, Audio Discipline, White Board, butcher paper			
Manipulated the control remote systems proficiently			
Transitioned smoothly between mediums			
* ELM / Develop / ask open ended questions. Why important for future use, future environment			

FORM 400-4
VTC Quarterly Performance Observation Rubric

POLYCOM VTC POST OPERATIONS	YES	NO	Comment/Corrective Actions
Disconnect call using Polycom Remote Control			
Mute Polycom Microphone			
Turn off Aver Document Camera			
Turn off Polycom Video-Conference System			
Turn off TV using Samsung Remote Control			
Turn off SMART Podium			
Log-off Computer			
SUMMARY/FEEDBACK	YES	NO	Comment/Corrective Actions
Summarized lesson			
* ELM / Apply / Assessment formative or summative			
Provided feedback			

POINTS PER TRAIT						TOTAL POINTS	CALCULATED %
Prechecks (7 points possible)	ADT (7 points possible)	During OPS (9 points possible)	Interactivity (9 points possible)	Post OPS (7 points possible)	Summarize (3 points possible)	Sum of all points per trait (42 max)	total points/42 (100% max)

RATING	EXEMPLARY (100% - 91%)	COMPETENT (90% - 80%)	DEVELOPING (79% - 70%)	ADDITIONAL COACHING/MENTORING (69% - 0%)
	☐	☐	☐	☐

Assessed Facilitator Signature:	Date:
Comments:	
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

FORM 400-5
NCOLCoE DL Quarterly Performance Observation Checklist

Name: (L, F, M.) _____ Rank/Grade: _____ Date/Time: _____
Unit: _____ Location: _____ Course Title: _____

QUARTERLY OBSERVATION
85% required

1st 2nd 3rd 4th
☐ ☐ ☐ ☐

STUDENT MANAGEMENT	YES	NO	Comment/Corrective Actions
Student management of information, Admin Documents			
Announcements			
Threaded Discussion, Student Participation			
E-Mail			
Phone			
Grade Book, Video Classroom			
CURRICULUM MANAGEMENT	YES	NO	Comment/Corrective Actions
Curriculum management of resourced material			
Assignments			
ALC 2020			
Operational			
Environment (OE)			
FACILITATE LEARNING OUTCOME	YES	NO	Comment/Corrective Actions
*CE / Assignment Automation			
*PP / Feedback, Threaded Discussion Board or Forum			
Students Understand Learning Objective			
*Develop / Reflective Journal, Threaded Discussion Board or Forum			
*Apply / assessment tools: 1. Writing, 2. Group Assignment, 3. Practical Exercises Formative or Summative			
Summarize			
Provide Assessment Feedback			
Students met learning outcome			
TECHNOLOGY MANAGEMENT	YES	NO	Comment/Corrective Actions
Use of collaboration, automation tools (Wiki, Blogs, etc.)			
Coupling of technology with learning (IMI, Video, Recording, etc)			
Effective Communication with students			
Approach to teaching and learning student centered			

FORM 400-5
NCOLCoE DL Quarterly Performance Observation Checklist

POINTS PER TRAIT				TOTAL POINTS	CALCULATED %
Student Management (6 points possible)	Curriculum Management (5 points possible)	Learning Outcome (8 points possible)	Technology Management (4 points possible)	Sum of all points per trait (23 max)	total points/23 (100% max)

RATING	EXEMPLARY (100% - 91%)	COMPETENT (90% - 80%)	DEVELOPING (79% - 70%)	ADDITIONAL COACHING/MENTORING (69% - 0%)
	☐	☐	☐	☐

Assessed Facilitator Signature:	Date:
Comments:	
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