

# **Core Competency Qualification Requirements Handbook**

## **Master Training Specialist**



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## Prologue

NETCINST 1500.2a assigns the Center for Naval Leadership (CNL) as the executive agent for the development, execution and administration of the revised Master Training Specialist (MTS) Program. Representatives from Navy Education and Training Command (NETC), Navy Personnel Development Command (NPDC) and CNL have determined that a majority of the legacy MTS Program content is still valid and is included in this Core Competencies Qualification Requirements (CCQR) Handbook as KNOWLEDGE LINE ITEMS.

This document provides the supporting information necessary for an eligible member to pursue the MTS qualification through the auspices of an approved command MTS Program.

The MTS qualification provides recognition for outstanding individual effort and fosters greater command training professionalism. The MTS designee will have demonstrated highly effective teaching skills and a comprehensive understanding of learning management, training administration and curriculum management. The objective of this program is to create a cadre of personnel with advanced knowledge and capabilities to perform adjunct training management functions including: conducting in-service training, general military training, instructor evaluations and formal course reviews. The program also creates a nucleus of signature authorities, training mentors and MTS nomination board members to help ensure a successful command MTS program.

The MTS qualification is demanding and may only be obtained through the formal qualification program set forth by an approved command instruction. Individual command programs will dictate the need for regulating these requirements.

MTS candidates will be assigned a principal mentor. Candidates must complete both the Knowledge (KQSS) and Performance Qualification Signoff Sheets (PQSS) in the MTS CCQR Handbook and any additional command requirements. **Each signature block of the KQSS/PQSS is to be signed by a command-designated MTS Mentor or the command coordinator or, if not available, an activity-certified expert in the appropriate performance subject matter as approved by the command program coordinator.**

The MTS Qualification is not an end-of-tour award. To help ensure utilization of MTS expertise, commands are advised to encourage nominees to achieve MTS designation at least one year prior to their Projected Rotation Date (PRD). For example: if candidates have less than 6 months remaining before their PRD, they must receive authorization from the Commanding Officer (CO) to interview initially with the MTS Nomination Board. If the MTS Board disapproves a candidate, the candidate must be approved by an MTS mentor before reconsideration and should not be re-boarded less than three months before the effective PRD.

For MTS qualification to have credibility within and without the training community, the standards must be uniformly applied, with nomination criteria carefully monitored. Failure to obtain the MTS qualification is not to be interpreted as an indication of unsatisfactory or adverse performance.



## **Background**

Recognizing the need to revise the MTS Program, NETC N52 reviewed both current and future requirements as the new program was developed. The purpose of the new instruction was to keep the elements of the old MTS Program that were relevant and develop new elements that support the changes in Navy Education and Training. Factors that were considered in the development of the new MTS Program instruction included: state and nationally recognized education and training competencies, Troops-to-Teachers, The Science of Learning, and ACE-recommended credits for MTS.

The Navy defines the training, education and career management processes that provide the growth and development of its people and enable our joint war fighting effectiveness. Recognizing the fundamental value of both training and education in the growth and development of individuals led to the promulgation of these changes.

Since MTS is a qualification program and not a professional development program, competencies are used as the foundation. To ensure a close tie to education and training professionals and to maintain credibility of the program, the following sources were used as references during competency development: Professional Competencies for Teachers in the 21<sup>st</sup> century, published by the States of Florida and Tennessee, National Board for Professional Teaching Standards (NBPTS) career and technical, International Board of Standards for Training, Performance and Instruction (IBSTPI) and the Job Task Analysis (JTA) for civilian 1700 series.

The Troops-to-Teachers Program is sponsored by the Office of the Secretary of Defense (OSD) and places retired or inactive service members in hard-to-fill civilian teaching positions. They recognize the work accomplished while on active duty and streamline the transition period for teacher certification. To increase the credibility of this program and to make it more meaningful to the individual, NETC N52 asked the Troops-to-Teacher Program manager for input on how the new program might be tailored to be of more value when a Sailor retires. Recommendations included a closer tie to existing, approved teacher certifications and a link to competencies.

The draft instruction was completed by NETC, NPDC and CNL staff with the CCQR Handbook developed to address NPDC concerns. NETC staff later met with NPDC and CNL representatives to review and make recommendations to senior leadership on the NETCINST 1500.2a and the MTS Program.

CNL N5/N7 hosted an MTS Core Development Conference in January 2006 with representation from the Navy training enterprise. This resulted in recommendations for the CCQR Handbook, grandfathering issues, procedural information for program execution, and the development of a community of practice webpage. The overwhelming consensus of this working group was to retain the name Master Training Specialist (MTS).



## **Roles of a Master Training Specialist**

- Mentor and coach
- Certify new instructors & trainers
- Conduct instructor evaluations
- Conduct in-service training
- Perform roles in content development, maintenance and review:
  - Subject Matter Expert (SME)
    - New content review
    - Legacy content maintenance and review
- Evaluate and assess training processes and programs for:
  - American Counsel on Education (ACE)
  - In-Process Review (IPR)
  - Counsel on Opportunity in Education (COE)
- Conduct course relevancy analysis
- Perform adjunct training manager duties
- Model instructor and facilitator strategies and methodologies
- Liaise with Training Support Center (TSC) and training administration
- Apply knowledge management practices
- Act as change agent
- MTS program steward



## Procedural Guidance

### Eligibility Requirements

All participants in the MTS Program will be graduates of the Navy's Journeyman Instructor Training (JIT) on-line course or an approved, equivalent course that meets the JIT competencies. Possession of a Bachelor's degree does not guarantee individuals are able to demonstrate the competencies for being a Navy instructor. Questionable equivalencies shall be referred to the CNL MTS Program Manager for individual review. In all cases, participants must demonstrate their competence at both stand-up and facilitated instructional methods as detailed in the JIT course. JIT is open to all personnel meeting the eligibility requirements to be a Navy Instructor. An MTS candidate's eligibility for participation must be approved by the Commanding Officer's designated MTS Program Coordinator.

Persons eligible to participate in the MTS Program include Navy and Marine Corps officer, enlisted, and civil service personnel permanently assigned to an education, training, or training support billet at an activity whose primary mission is education and training.

Other service personnel may participate if they are permanently assigned to a U.S. Navy training command whose primary duties are consistent with paragraph 4a(1) of NETCINST 1500.2a.

Reserve eligibility for MTS as provided by Naval Reserve Forces Command (NAVRESFORCOM) must meet the following qualifications: Selected Reservists assigned to an education and training billet at the Navy Reserve Professional Development Center (NRPDC) and the Air Logistics Training Center (ALTC) who are in a satisfactory drill status, and have completed at least two periods of reserve annual training are eligible to participate in the MTS Program. COMNAVRESFORCOM will hold three MTS Boards each year in March, July and November. For candidates from NRPDC or ALTC to be considered by the Board in any one of these months, their complete MTS package must be received by the first workday of these months at COMNAVRESFORCOM, Code N732.

Commander, Naval Reserve Forces Command (COMNAVRESFORCOM) recommends all Navy Reserve Readiness Commands (REDCOM) and Navy Operational Support Centers (NOSC) establish the Navy's new Instructional Delivery Continuum (IDC) Work Space Trainer (WST) Qualification Program unit-wide to provide education, training and qualification for those Reservists who train General Military Training (GMT), Operational Risk Management (ORM), Safety, in-rate training, etc. as part of their job. For information on WST go to <https://www.nko.navy.mil/portal/splash/index.jsp>, click on the Leadership tab, and scroll down.

Reservists, other than those detailed above, requesting participation in the MTS Program are required to have approval by COMNAVRESFORCOM after making application through their chain of command as detailed by the appropriate procedural instruction.

*Note: Reserve CNL leadership facilitators will participate directly with CNL's Command MTS Program Coordinator.*

## **Restrictions And Waivers**

Contractors are NOT eligible to participate in this program.

Commanding Officers may grant waivers to DoD civilians in their commands who already possess professional credentials in education or training and other military service personnel who have completed service-specific instructor training equivalent to the Journeyman Instructor Training (JIT) course. Case-by-case waivers may also be granted for those individuals who have previously completed formal instructor training through one of the Navy's legacy formal training paths: Group-Paced Instructor (GPI) training (NEC 9502), Basic Instructor Training (BIT) School (NEC 9502), Officer Instructor Training (OIT) School, Reserve Instructor Training (RIT) School, or Navy Leadership Instructor Training Course (FACTRAC - NEC 9518).

Naval activities outside the NAVEDTRACOM domain, whose primary mission is training, may participate in the NAVEDTRACOM MTS program by submitting a formal request to the CNL MTS PROGRAM MANAGER (CNL N7). Once approved to participate, the activity / individual must comply with the minimum requirements of this instruction. This program is available to approved participating activities for their personnel permanently assigned to training billets.

Once approved individual Command MTS Programs may exceed the minimum requirements of the guidelines in the CCQR Handbook. Additional competencies, unique to an organization, may be added upon recommendation of the Command MTS Program Coordinator and approval by the CO.

The MTS executive agent, CNL MTS Program Manager, must approve waivers beyond those stated above and should be consulted if credentials are determined to be questionable. In all cases, documentation of credentials is required.

## **Program Guidance**

MTS candidates must have received no mark in any trait below 3.0 for the 12-month period preceding nomination.

Military personnel must pass the Physical Readiness Test (PRT). Personnel with medical waivers must have passed the last PRT taken prior to the medical waiver. All military personnel will be within the height/weight or approved body fat standards.

Instructors must complete the instructor qualification process and obtain at least two additional MTS evaluations prior to completion of MTS qualification. Personnel in training billets other than instructor are exempt from the instructor qualification process but must obtain at least three instructor evaluations and complete the on-line Journeyman Instructor Training (JIT) Computer-Based Training (CBT). Commands should ensure evaluators of facilitators have a thorough understanding of facilitator training techniques.

At least one evaluation is to be performed by someone outside of the candidate's department. This requirement may be waived at activities with only one training department. All evaluations will be accomplished by experienced MTS evaluators.

Videotapes of a candidate's instructional performance may be substituted, at the CO's discretion, for the two (2) MTS evaluations. These videotapes will be made available to the MTS Board as part of the board's assessment criteria. The purpose of the videotapes is to:

1) encourage candidates to use this proven tool to improve their instructional performance; 2) help candidates become comfortable using video technology; and 3) enable the Board to evaluate candidates on their ability to present in an interesting manner and engage students in the learning process.

The MTS candidate's classroom presentation video must be a minimum of one (1) instructional period. Submissions can be in either VHS videotape or digital DVD format. The lesson topic should be one the candidate is qualified to teach. The candidate should be teaching actual students in the classroom during the videotaping. A lead-in statement to the camera is not required. The tape may contain all or any portion of a lesson topic and will include either an introduction or a review and summary and must not be edited. There is no limit on the number of times candidates are videotaped.

As previously stated, candidates must complete the KQSS and the PQSS of the MTS CCQR Handbook and any additional items a command program may require. Each signature block on the KQSS and PQSS is to be signed by a command-designated MTS Mentor or the command coordinator. In the absence of a MTS Mentor or coordinator, the command program coordinator can designate an activity-certified expert in the appropriate performance subject matter as a sign-off authority.

The candidate must be recommended by the command MTS Nomination Board prior to submission of their nomination to the CO. If a candidate has less than 6 months remaining before his/her PRD, he/she must receive authorization from the CO to interview for the first time with the MTS Nomination Board. If the MTS Board disapproves a candidate, he/she must be approved by an MTS mentor before re-boarding and be re-boarded no less than three months before the effective PRD. There are no minimum wait-time requirements for re-boards or maximum times a candidate can be re-boarded. Practice boards and/or Pre-boards are approved activities and are encouraged.

## **Implementation**

It is recognized that revision of a major Navy program is challenging and that there will be candidates caught between the legacy and revised programs. It is strongly recommended that those candidates having partially completed the legacy MTS Program be given credit for their work, where possible, by the Command MTS Program Coordinator. The core competencies for demonstrated performance must be accomplished under the guidelines of this CCQR Handbook.

Candidates currently pursuing legacy MTS requirements must be able to complete their requirements and pass their oral board 30 days past implementation of this instruction. All other MTS candidates are required to pursue qualification under the revised program regardless of their status in the legacy program.

## **Grandfathering**

Legacy MTS designees will retain their MTS qualification. Master Training Specialists, having received their qualification under the legacy program, will be required to mentor MTS candidates

under the revised program. Command MTS Program Coordinators must conduct qualification sessions within their commands to ensure their MTS staff is qualified to mentor the performance requirements of the CCQR Handbook. MTSs meeting the requirements as mentors and trainers will be given sign-off authority for the new qualification program when designated by the MTS Program Coordinator.

**Legacy MTS Mentor candidates will, at a minimum, complete all knowledge and performance line items marked with an asterisk (\*). Several line items will require a sign-off by the MTS Coordinator or other designated official appointed by the Commanding Officer. This constitutes the “Delta” requirements for legacy MTS to be qualified under the new program as a MTS Mentor with sign-off authority. This constitutes the “delta” requirements for legacy MTSs to be qualified under the new program as a MTS Mentor with sign-off authority.**

SIGN-OFF AUTHORITY MAY BE GRANTED ONLY TO MTSs WHO HAVE QUALIFIED IN THE NEW PROGRAM PERFORMANCE REQUIREMENTS. This process will require diligence with in-service collaboration and qualification of the command’s MTS community. Command Coordinators shall give credit to MTSs currently performing any of these new line items in the normal course of their duties. This will be verified by their supervisor. [See note 3 of the KQSS]

## Knowledge Qualification Sign-Off Sheet (KQSS)

The following represents line items retained from the legacy MTS JQR and several new knowledge line items supporting the Revolution in Training (RiT). They have been mapped to competencies and sub-divided by the MTS domains: Instructional Foundations, Content Implementation and Maintenance, and Learning Management. These line items are provided to assist the candidate in the research and preparation for the command MTS written test (if required), accomplishment of the performance requirements and standing the MTS Board. Commands may opt to add to these line items as required to support their individualized programs, but they may not delete the core items provided in Domains 1.0 thru 3.0.

**NOTE 1:** *In researching and answering these knowledge line items, it may be required for candidates to refer to command instructions and references within your specific learning environments.*

**NOTE 2:** *Several line items (knowledge and performance) are designated with an asterisk (\*). The asterisk, preceding a line-item, indicates that it is a new requirement and must be completed by those MTS personnel who have achieved their MTS designation under the legacy program before being granted status as a mentor with sign-off authority for candidates pursuing the MTS qualification.*

**NOTE 3:** *New knowledge and performance line-items (those designated by an asterisk) may be accomplished in several ways. Depending on the line-item requirement, the candidate may need to demonstrate competency through an observed action, a deliverable (in the case of a required prepared document), a certification of completion (by a supervisor), or by verified past performance. Many of our MTSs (legacy-designated) are performing duties that encompass several of the new knowledge and performance line-items. If an individual (MTS-qualified or otherwise) demonstrates (or provides verification) that during the normal course of their duties they have satisfactorily accomplished the requirements of a particular line-item, then the program coordinator (or approved command MTS mentor) is encouraged to give that individual credit for that particular line-item requirement.*

**NOTE 4:** *Several of the references supporting the following line-items may be in the process of being revised or replaced. It is incumbent upon the command coordinator to ensure that references supporting their command program are the latest iterations of the supporting instructions and references. These will be announced and posted on the MTS web page (community of practice).*

**NOTE 5:** *The line item numbering system for the KQSS is explained by the following legend...*

*The 1<sup>st</sup> numeric character indicates the domain, followed by a decimal*

*The alpha designation (following the decimal) indicates the supporting reference*

*The numeric character (following the alpha) indicates the line-item number*



## Prerequisite: Knowledge Qualification Sign-Off Sheet (KQSS)

Complete Journeyman Instructor Training (JIT) Computer-Based Training (CBT).  
(Navy E-learning catalog code CNL-JIT-0010)

\_\_\_\_\_  
Signature                  Date

Complete the Leading Change CBT.  
(Navy E-learning catalog code LEAD0125)

\_\_\_\_\_  
Signature                  Date

Complete the 10 introductory Operational Risk Management (ORM) presentations available on  
the NKO Navy Safety Center Homepage.

\_\_\_\_\_  
Signature                  Date

Complete IPTR: Knowledge Distribution, Knowledge Flow and Organizational Performance  
(KM) CBT.  
(Navy E-learning catalog code NPGS-KM12-1)

\_\_\_\_\_  
Signature                  Date



# **KQSS Domain 1: Instructional Foundations**

## **Section A: Navy Instructor Training**

### **Reference:**

**- NAVEDTRA 134, Navy Instructor Manual**

1.A1 State the purpose of the Navy Training System.  
*(Learning Research)*

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(Signature) (Date)

1.A2 What is the most essential, single link in the training chain?  
*(Learning Research/Learning Environment/Planning)*

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(Signature) (Date)

1.A3 State and discuss the three qualities of an efficient and effective instructor.  
*(Continuous Improvement/Learning Environment/Ethics/Diversity/Communication/Human Dev & Learning/SME)*

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(Signature) (Date)

1.A4 Discuss the Instructor's responsibilities in terms of:  
*(Assessment/Continuous Improvement/Critical Thinking/Ethics/Diversity)*

- a. Responsibility to students
- b. Responsibility to training safety
- c. Responsibility to security
- d. Responsibility to curriculum

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(Signature) (Date)

1.A5 List & discuss the key principles of applying motivation theory in a training situation.  
*(Human Dev & Learning/SME/Communication/Learning Environment)*

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(Signature) (Date)

1.A6 List and discuss five techniques which can assist in developing motivational strategies for instruction.

*(Human Dev & Learning/SME/Communication/Learning Environment)*

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(Signature) (Date)

1.A7 State the ultimate goal of instruction.

*(SME/Continuous Learning)*

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(Signature) (Date)

1.A8 State and discuss five different ways of learning.

*(SME/Learning Research/Human Dev & Learning/Learning Environment)*

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(Signature) (Date)

1.A9 State and discuss the five laws of learning.

*(SME/Learning Research/Human Dev & Learning)*

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(Signature) (Date)

1.A10 Discuss how motivation affects student learning.

*(Human Dev & Learning/SME/Communication/Learning Environment)*

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(Signature) (Date)

1.A11 State and discuss the six common characteristics all students possess.

*(SME/Learning Research/Human Dev & Learning)*

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(Signature) (Date)

1.A12 State and discuss the four basic learning styles.

*(Diversity/SME/Learning Research/Human Dev & Learning)*

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(Signature) (Date)

1.A13 Discuss the barriers to effective communication.  
(*SME/Learning Research/Human Dev & Learning/Learning Environment*)

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(Signature) (Date)

1.A14 State and discuss the purpose of the 3-step communication process.  
(*Communication*)

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(Signature) (Date)

1.A15 Discuss why listening is one of the most important communication skills.  
(*Communication*)

---

(Signature) (Date)

1.A16 Describe five factors that must be considered in planning instructional delivery.  
(*Planning/Learning Environment/Technology*)

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(Signature) (Date)

1.A17 State and discuss the importance of body movement as an important part of successful communication.  
(*Communication*)

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(Signature) (Date)

1.A18 State and discuss the four purposes of oral questioning.  
(*Communication/SME*)

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(Signature) (Date)

1.A19 State and discuss the characteristics of a good oral question.  
(*Communication/SME*)

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(Signature) (Date)

1.A20 Discuss the types of oral questions and their purposes.  
(*Communication/SME*)

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(Signature) (Date)

1.A21 State the five steps of the five-step questioning technique.  
(*Communication/SME*)

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(Signature) (Date)

1.A22 List and discuss the different instructional methods.

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(Signature) (Date)

1.A23 State and discuss the three parts of a learning objective.  
(*Learning Research/Human Dev & Learning*)

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(Signature) (Date)

1.A24 Discuss the two methods of testing and their importance.  
(*Learning Research/Human Dev & Learning/Assessment*)

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(Signature) (Date)

1.A25 Explain the five learning levels a knowledge test item may test.  
(*Learning Research/Human Dev & Learning/Assessment*)

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(Signature) (Date)

1.A26 Discuss the different types of performance tests.  
(*Learning Research/Human Dev & Learning/Assessment*)

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(Signature) (Date)

1.A27 List and describe the primary materials used in presenting instruction.  
*(Learning Research/Human Dev & Learning/Technology)*

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(Signature) (Date)

1.A28 State the purpose of using Instructional Media Materials (IMM) and Visual Information (VI).  
*(Learning Research/Human Dev & Learning/Communication/Technology)*

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(Signature) (Date)



## KQSS Domain 2: Content Implementation & Maintenance

### Section A: ILE Guidance

#### References:

- MPT&ECIOSWIT-ILE-INTR-1B, 15 Aug 07
- MPT&ECIOSWIT-ILE-HDBK-1B, 01 Sep 07
- MPT&ECIOSWIT-ILE-GUID-1B, 15 Aug 07
- MPT&ECIOSWIT-ILE-GUID-3B, 15 Aug 07
- MPT&ECIOSWIT-ILE-SPEC-1B, 15 Sep 07
- MPT&ECIOSWIT-ILE-SPEC-2B, 10 Apr 07
- MPT&ECIOSWIT-ILE-SPEC-4D, 15 Aug 07
- NMCI Core Build document ([Link on the ILE Website](#))

\* 2.A1 Discuss the purpose of the Shareable Content Object Reference Model (SCORM) and its application in Content Development.

*(Learning Research/SME/Technology)*

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(Signature) (Date)

\* 2.A2 Describe reuse, repurpose, and reference as it applies to NCOM.

*(Learning Research/SME/Technology)*

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(Signature) (Date)

\* 2.A3 Name the five content types and describe when each would be used as they relate to enabling objective statements.

*(Learning Research/SME/Technology)*

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(Signature) (Date)

\* 2.A4 Describe enabling objective content use levels.

*(Learning Research/SME/Technology)*

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(Signature) (Date)

\* 2.A5 Describe metadata and its capabilities.

*(Learning Research/SME/Technology)*

---

(Signature) (Date)

\* 2.A6 Discuss the key precepts of ILE Information Architecture to include Navy Content Object Model, Sharable Content Object Knowledge Model (SCORM), and Enabling Learning Objectives /Terminal Learning Objectives (ELO/TLO).  
*(Learning Research/SME/Technology/Planning/Continuous Improvement)*

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(Signature) (Date)

\* 2.A7 What is a Job Task Analysis (JTA)?  
*(Learning Research/SME/Technology)*

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(Signature) (Date)

\* 2.A8 Contrast Level 1 and 2 JTA data.  
*(Learning Research/SME/Technology)*

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(Signature) (Date)

\* 2.A9 Where does one find technical specifications, XML specifications, and NMCI Core Build requirements?  
*(Learning Research/SME/Technology)*

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(Signature) (Date)

\* 2.A10 What are the three educational domains discussed in the Navy ILE Learning Objective Statements (NLOS) Specifications and Guidance? Name the main verb categories attributed to each.  
*(Learning Research/SME/Technology)*

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(Signature) (Date)

\* 2.A11 Discuss the types of questions used for each Content Use Level.  
*(Learning Research/SME/Technology/Assessment)*

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(Signature) (Date)

\* 2.A12 Discuss the phases of the Instructional Design process.  
(*Planning/Learning Research/SME/Technology*)

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(Signature) (Date

## Section B: Task Based Curriculum Development

### Reference:

- NAVEDTRA 130A, Task Based Curriculum Development

*(Learning Research/SME/Technology/Planning/Assessment/Resource Effectiveness/Continuous Improvement)*

2.B1 Discuss the item(s) developed in Phase I (Plan) of Task-Based Curriculum Development.

\_\_\_\_\_  
(Signature) (Date)

2.B2 Discuss the items developed in Phase II (Analyze).

\_\_\_\_\_  
(Signature) (Date)

2.B3 Discuss the items developed in Phase III (Design).

\_\_\_\_\_  
(Signature) (Date)

2.B4 State the two categories of learning objectives.

\_\_\_\_\_  
(Signature) (Date)

2.B5 Discuss the items developed in Phase IV (Develop).

\_\_\_\_\_  
(Signature) (Date)

2.B6 Discuss the purpose of Instructional Media Materials (IMM) and Visual Information (VI).

\_\_\_\_\_  
(Signature) (Date)

2.B7 State and discuss the elements of the Lesson Plan.

\_\_\_\_\_  
(Signature) (Date)

2.B8 State and discuss the elements of the Trainee Guide.

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(Signature) (Date)

2.B9 State the rules for writing a Course Training Task List (CTTL) statement.

---

(Signature) (Date)

2.B10 State the purpose of testing.

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(Signature) (Date)

2.B11 Explain the purpose of conducting a Pilot (Phase IV).

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(Signature) (Date)

2.B12 List the justifiable reasons for developing, revising, or canceling a course.

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(Signature) (Date)

2.B13 Discuss the purpose of Phase V (Implementation).

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(Signature) (Date)

2.B14 Discuss the purpose of Phase VI (Evaluate).

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(Signature) (Date)

2.B15 Discuss the relationship between the following as used in the CTTL.

- a. Job
- b. Duty
- c. Task

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(Signature) (Date)

2.B16 State the difference between the Course Mission Statement and a Terminal Objective.

---

(Signature) (Date)

2.B17 Describe the three products of a Training Course Control Document:

---

(Signature) (Date)

2.B18 List the Volumes of NAVEDTRA 130 and their purpose.

---

(Signature) (Date)

2.B19 Spell out the full term for the following abbreviations/acronyms:

- a. LP
- b. DDA page
- c. TO
- d. EO
- e. DP
- f. RIA
- g. IMM/VI

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(Signature) (Date)

2.B20 Discuss where to find the procedures for handling and storing classified training materials.

---

(Signature) (Date)

## Section C: Personnel Performance Profile-Based Curriculum Development

### Reference:

### - NAVEDTRA 131, Personnel Performance Profile-Based Curriculum Development Manual

(Learning Research/SME/Technology/Planning/Assessment/Resource Effectiveness/Continuous Improvement)

2.C1 State the volumes and titles in the NAVEDTRA 131 and what they contain.

---

(Signature) (Date)

2.C2 Describe the pre-, post-, and core stages involved in developing materials following the Personnel Performance Profile (PPP) -Based curriculum development method (seven).

---

(Signature) (Date)

2. C3 List the contents of a Training Project Plan (TPP).

---

(Signature) (Date)

2.C4 Define a Personnel Performance Profile (PPP).

---

(Signature) (Date)

2.C5 State the most critical element of curriculum development per NAVEDTRA 131, and explain its importance.

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(Signature) (Date)

2.C6 Discuss the products of the Training Path System (TPS) Stage 1.

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(Signature) (Date)

2.C7 Describe the contents of the preliminary Training Course Control Documents (TCCD) Stage 2.

---

(Signature) (Date)

2.C8 Describe the elements of the Lesson Plan (LP).

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(Signature) (Date)

2.C9 What are the six types of instruction sheets found in the Trainee Guide (TG)?

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(Signature) (Date)

2.C10 Describe the Training Objective Statement (TOS) codes for both knowledge and skill.

---

(Signature) (Date)

2.C11 Define the three "Task Sets."

---

(Signature) (Date)

2.C12 Discuss the types of courses listed in a Training Path Chart (TPC).

---

(Signature) (Date)

2.C13 When should job sheet development begin?

---

(Signature) (Date)

2.C14 Explain how Course Learning Objectives (CLOs) are developed.

---

(Signature) (Date)

2.C15 How are part numbers determined?

---

(Signature) (Date)

2.C16 What are the eight ways to sequence a course?

---

(Signature) (Date)

2.C17 What is contained in a Resource Requirements List (RRL)?

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(Signature) (Date)

2.C18 What is contained in the final Training Course Control Document (TCCD)?

---

(Signature) (Date)

2.C19 What annexes are included in the final Training Course Control Document (TCCD)?

---

(Signature) (Date)



## KQSS Domain 3 - Learning Management

### Section A: Training Management

#### References:

- NAVEDTRA 135B, Navy School Management Manual
- NPDCINST 1500.4
- NPDCINST 5401.1A
- NPC Web Link ([Link on NKO](#))
- NETC Web Link ([Link on NKO](#))

\* 3.A1 List the responsibility of each of the following members of the training organizational structure: Chief of Naval Operations (CNO); Naval Manpower, Personnel, Training and Education (MPT&E); Naval Education and Training Command (NETC); Naval Personnel Development Center (NPDC); Learning Centers; Course Curriculum Model Manager (CCMM); and the Participating Activity.  
(*Continuous Improvement/SME*)

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(Signature) (Date)

3.A2 Describe the "A", "C", and "F" type courses of instruction.  
(*Continuous Improvement/SME/Human Dev & Learning*)

---

(Signature) (Date)

\* 3.A3 Describe the instructor certification process in your training command.  
(*Continuous Improvement/SME*)

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(Signature) (Date)

3.A4 Discuss “attrition” and contrast its meaning in both operations and training.  
(*Continuous Improvement/SME*)

---

(Signature) (Date)

3.A5 Discuss the Academic Review Board (ARB) process.  
(*Continuous Improvement/SME/Diversity*)

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(Signature) (Date)

\* 3.A6 Discuss test failure policies and associated grading criteria within your learning environment.

*(Continuous Improvement/SME)*

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(Signature) (Date)

\* 3.A7 Who determines what curriculum development model will be used for curriculum modifications within your learning environment?

*(Continuous Improvement/SME/Change Management)*

---

(Signature) (Date)

\* 3.A8 Who is responsible for maintaining a course audit trail / a master record?

*(Continuous Improvement/SME)*

---

(Signature) (Date)

\* 3.A9 Describe the evaluation of instructors in laboratory / classroom / facilitated environments.

*(Continuous Improvement/SME/Assessment/Planning/Technology)*

---

(Signature) (Date)

\* 3.A10 Discuss the student critique program within your learning environment.

*(Continuous Improvement/SME/Individual Assessment/Professional Development)*

---

(Signature) (Date)

3.A11 Discuss the importance of Formal Course Reviews (FCRs) and audit trails.

*(Continuous Improvement/SME)*

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(Signature) (Date)

## Section B: Learning Management Improvement Process

### References:

- MPT&ECIOSWIT-ILE-GUID-1B, 15 Aug 07
- MPT&ECIOSWIT-ILE-HDBK-1B, 01 Sep 07
- MPT&ECIOSWIT-ILE-GUID-2B, 15 Aug 07
- LMS Course Supervisor's Guide, Apr 07 (Navy e-Learning.)
- LMS Facilitator's Guide, Apr 07 (Navy e-Learning)
- LMS Student Control Guide, Apr 07 (Navy e-Learning)
- ILE Website (Lexicon definitions)

\* 3.B1 Discuss Kirkpatrick's four levels of evaluation.  
(*Continuous Improvement/SME/Assessment*)

---

(Signature) (Date)

\* 3.B2 Discuss the elements of a testing program within your learning environment.  
(*Continuous Improvement/SME*)

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(Signature) (Date)

\* 3.B3 Discuss the purpose of the Learning Content Management System (LCMS).  
(*Continuous Improvement/SME*)

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(Signature) (Date)

\* 3.B4 Discuss the purpose of the Learning Management System (LMS).  
(*Continuous Improvement/SME*)

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(Signature) (Date)

\* 3.B5 Discuss the Course Supervisor, Student Control, and Facilitator roles associated with the Learning Management System (LMS).  
(*Continuous Improvement/Professional Development/Learning Environment/Technology/SME*)

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(Signature) (Date)

## Section C: Safety Procedures for Conducting Training

### References:

- OPNAVINST 1500.75A

- NPDCINST 5100.1

\* 3.C1 What type of courses are considered "high-risk"?

*(Continuous Improvement/ Learning Research/SME/Ethics/Learning Environment)*

---

(Signature) (Date)

\* 3.C2 What section of the instruction lists courses that have been designated as "high-risk"?

*(SME/Continuous Improvement/Professional Development/Resource Effectiveness)*

---

(Signature) (Date)

3.C3 What is a "DOR" and the procedures for conducting one?

*(SME/Continuous Improvement/Professional Development/Resource Effectiveness)*

---

(Signature) (Date)

3.C4 What is a Training Time Out "TTO" and the procedures for conducting one?

*(SME/Continuous Improvement/Professional Development/Resource Effectiveness)*

---

(Signature) (Date)

3.C5 What is the purpose of the Emergency Action Plan (EAP) and how often must it be reviewed for accuracy of information? How often is it to be fully exercised?

*(SME/Continuous Improvement/Professional Development/Resource Effectiveness)*

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(Signature) (Date)

3.6 How often are safety stand-downs required?

*(SME/Continuous Improvement/Professional Development/Resource Effectiveness)*

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(Signature) (Date)

## Section D: Human Performance

### References:

- MPT&ECIOSWIT-ILE-INTR-1B, 15 Aug 07
- MPT&ECIOSWIT-ILE-GUID-1B, 15 Aug 07
- MPT&ECIOSWIT-ILE-HDBK-1B, 01 Sep 07
- Executive Review of Navy Training (ERNT) Document

\* 3.D1 Describe the four (4) Quadrants of the Human Performance System Model (HPSM)?  
(*Continuous Improvement/SME/Planning*)

- Quadrant I
- Quadrant II
- Quadrant III
- Quadrant IV

---

(Signature) (Date)

\* 3.D2 In Quadrant I of the HPSM who must validate all individual unit and group job/task requirements?  
(*Continuous Improvement*)

---

(Signature) (Date)

\* 3.D3 Describe the Navy's new Learning Model that integrates technology and human performance requirements into a complete package.  
(*Mentoring/SME/Learning Research/Assessment/Continuous Improvement*)

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(Signature) (Date)

\* 3.D4 Who performs most of the functions in Quadrant II and coordinates the activities of Quadrant III in the Human Performance System Model (HPSM)?  
(*Continuous Improvement*)

---

(Signature) (Date)

\*3.D5 Discuss the fundamentals of the Science of Learning.  
(*Assessment/Change Management/Continuous Improvement/Human Dev & Learning/Ethics*)

---

(Signature) (Date)

\* 3.D6 Describe the four major methods of learning in the Navy Learning Model.  
(*Continuous Improvement*)

---

(Signature) (Date)

\*3.D7 Define the following terms commonly used by Human Performance Professionals.  
(*Assessment/Technology/Communication/Continuous Improvement/Planning/Critical Thinking*)

- a. Change Management:
- b. Competencies
- c. Executive Review of Navy Training (ERNT)
- d. Performance Gap
- e. Intervention Opportunities
- f. Knowledge, Skills, Abilities, and Tasks (KSAT)
- g. Measure of Effectiveness (MOE)
- h. Measure of Performance (MOP)

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(Signature) (Date)

\* 3.D8 Discuss the Human Performance Improvement Process.  
(*Assessment/Change Management/Continuous Improvement/Human Dev & Learning/Ethics*)

---

(Signature) (Date)

\* 3.D9 Explain the roles and responsibilities of the Contracting Officer (CO); Contracting Officer's Representative (COR); Technical Points of Contact (TPOC); ILE Content Sponsor; ILE Project Manger and the ILE Content Developer.  
(*Continuous Improvement/SME*)

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(Signature) (Date)

## Section E: Knowledge Management

### References:

- DON Metrics Guide, Aug 01
- NAVSEA CoP Practitioner's Guide, May 01
- NPDC 5260.1
- Navy e-Learning KM Course-IPTR: Knowledge Distribution, Knowledge Flow, and Organizational Performance (KM), Course Code: NPGS-KM12-1
- NKO, NPDC N6 KM Page ([Wikipedia Link](#))
- HPC Spider Web Site

\* 3.E1 Define “Knowledge Management”.  
(*Continuous Improvement/SME/Planning*)

---

(Signature) (Date)

\* 3.E2 Explain tacit and explicit knowledge.  
(*Continuous Improvement/SME/Professional Development/Assessment/Planning*)

---

(Signature) (Date)

\* 3.E3 Define a Community of Practice? Define a Community of Interest?  
(*Continuous Improvement*)

---

(Signature) (Date)

\* 3.E4 Describe the benefits of a Community of Practice.  
(*Mentoring/SME/Learning Research/Assessment/Continuous Improvement*)

---

(Signature) (Date)

\* 3.E5 Describe two ways to capture/share corporate knowledge?  
(*Continuous Improvement*)

---

(Signature) (Date)

\* 3.E6 Explain the relationship between Knowledge Management and Information Technology?  
(*Continuous Improvement*)

---

(Signature) (Date)

\* 3.E7 Define the following terms commonly used by Knowledge Management Professionals:  
(*Assessment/technology/Communication/Continuous Improvement/ Planning/Critical Thinking*)

- a. Knowledge Share
- b. Knowledge Transfer
- c. Business Rules
- d. Best Practices
- e. Metrics

---

(Signature) (Date)

## Section F: Personnel Qualifications Standards (PQS)

### Reference:

- OPNAVINST 3500.34 series Personnel Qualifications Standards (PQS) Program

3.F1 One of NETPDTC's functions in Personnel Qualification Standards (PQS) is to publish an annual list of what type of information?

*(Human Development and Learning/Communication/Continuous Improvement)*

---

(Signature) (Date)

3.F2 What is the function of PQS?

*(Human Development and Learning/Communication/Continuous Improvement)*

---

(Signature) (Date)

3.F3 In formal training courses where PQS lines may be signed, what procedure is followed to inform a receiving command which line items have been completed and signed?

*(Human Development and Learning/Communication/Continuous Improvement)*

---

(Signature) (Date)

## Section G: Handling of Students' Classified School Notes

### Reference:

- SECNAVINST 5510.30B, Department of the Navy Personnel Security Program
- SECNAVINST 5510.36A, Department of the Navy Information Security Program Regulation

3.G1 What are the rules for handling classified student notes?

*(Human Development and Learning/Communication/Continuous Improvement/Ethics)*

---

(Signature) (Date)

3.G2 What are the procedures for the disposition of school notes that are not reusable?

*(Human Development and Learning/Communication/Continuous Improvement)*

---

(Signature) (Date)

3.G3 Are there any exceptions to the "no forwarding" policy?

*(Human Development and Learning/Communication/Continuous Improvement)*

---

(Signature) (Date)

## Prerequisite: Performance Qualification Sign-Off Sheet (PQSS)

Instructor / Trainer Certified

\_\_\_\_\_  
Signature          Date

MTS evaluation (minimum of one conducted internally)

\_\_\_\_\_  
Signature          Date

MTS evaluation (minimum of one conducted externally)

\_\_\_\_\_  
Signature          Date

135 Instructor-Learner contact hours (MINIMUM)

*NOTE: Any instructional time approved by the Command MTS Coordinator to include formal topic instruction, GMT and NMT presentation, rate training, in-service training, facilitated events, staff briefing, indoctrinations, Labs, etc.*

\_\_\_\_\_  
Signature          Date

3.0 or above on annual evaluation / FITREP

\_\_\_\_\_  
Signature          Date

Pass Physical Readiness Test (PRT)

\_\_\_\_\_  
Signature          Date



## PQSS Domain 1: Instructional Foundations

1. Conduct training in a combination of the following formats:

- Student Contact (stand-up, laboratory, facilitation or remedial) (*Communication*)
- Distance Learning (VTT, on-line facilitated learning) (*Communication*)

*NOTE: Depending on the availability and requirements within your learning environment, coordinators may require training to be conducted in any of the learning formats.*

\_\_\_\_\_  
Signature                  Date

\* 2. Use intervention strategies in a facilitated environment.  
(*Communication*)

\_\_\_\_\_  
Signature                  Date

\* 3. Prepare official correspondence, identifying a specific problem and recommending solutions.  
(*Communication*)

*NOTE: The intent is for candidates to experience preparing correspondence for submission up the chain of command (e.g. White Paper, Point Paper, Memoranda) concerning training issues.*

\_\_\_\_\_  
Signature                  Date

\* 4. Use mentoring strategies with a learner during an academic counseling session.  
(*Mentoring*)

\_\_\_\_\_  
Signature                  Date

\* 5. Use coaching strategies to assist in a learner's progress.  
(*Mentoring*)

\_\_\_\_\_  
Signature                  Date

\* 6. Develop for discussion with a supervisor your intended or accomplished modifications for improving delivery techniques based upon the Instructor Improvement Plan from your instructor evaluations.

*(Instructional Planning)*

\_\_\_\_\_  
Signature                  Date

\* 7. Prepare a strategy to assess individual and group remedial needs.

*(Learner Assessment)*

\_\_\_\_\_  
Signature                  Date

\* 8. Provide feedback to learners based on the results of an assessment (knowledge or performance test).

*(Learner Assessment)*

\_\_\_\_\_  
Signature                  Date

\* 9. Prepare and present, as an in-service training event, a report based on Diversity as it applies to a military learning environment.

*(Diversity)*

**Note:** At a minimum, utilize the CNO, CNP and DON Diversity Policies as published on CNP website <http://www.npc.navy.mil/CommandSupport/Diversity/>. This will provide you with a framework to develop and tailor your Diversity in-service training toward your audience and ensure your message is consistent with the Navy's policies.

\_\_\_\_\_  
Signature                  Date

\* 10. Participate in a Cultural Awareness Seminar

*(Ethics / Diversity)*

**Note:** The intent of this line item is to give the candidate an opportunity to grow and learn more about how the cultural differences play a role in our everyday interaction with people. It also promotes a deeper understanding of what we really mean by the term "Diversity". Since we all come from different walks of life and have unique experiences; we all have something special to offer to an organization and we need to recognize and capitalize on these unique talents.

\_\_\_\_\_  
Signature                  Date

\* 11. Facilitate a discussion with peers and/or students in order to:

- Define ethics in learning environments (*Ethics*)
- Discuss the ramifications for unethical behavior by instructors (*Ethics*)
- Discuss instructor responsibilities in learning environments (*Ethics*)

\_\_\_\_\_  
Signature                  Date

\* 12. Perform a self-assessment by reviewing and analyzing student critiques and instructor evaluations. Discuss results with MTS Mentor.  
(*Ethics*)

\_\_\_\_\_  
Signature                  Date

\* 13. Use Science of Learning principles to create and maintain a positive learning environment.  
(*Adult Learning Environment Management*)

*Note:* The candidate shall video tape a teaching event. Using the video, the candidate should discuss with the MTS Mentor how Science of Learning principles were applied within the lesson.

\_\_\_\_\_  
Signature                  Date

\* 14. Adapt or adjust learning events according to planned or unplanned constraints (physical, technological, social, logistical, etc.).  
(*Adult Learning Environment Management*)

*NOTE:* The MTS Mentor should use an actual or create a hypothetical training situation for discussion with the candidate to determine how the candidate would handle the planned / unplanned situation

\_\_\_\_\_  
Signature                  Date

\* 15. Prepare and deliver an in-service training topic on the Science of Learning.  
(*Adult Learning Environment Management*)

*Note:* At a minimum, make this a 20 minute training event. The candidate should explore and present all aspects of what we mean by the Science of Learning.

\_\_\_\_\_  
Signature                  Date

\* 16. Review a video recorded lesson. Develop a self-improvement plan using a self-assessment, student critiques, and instructor evaluations.  
*(Adult Learning Environment Management)*

---

Signature                  Date

\* 17. Critique and debrief the effectiveness of another MTS Candidate or peer instructing in a learning environment; reciprocate the event.  
*(Adult Learning Environment Management)*

---

Signature                  Date

## PQSS Domain 2: Content Implementation & Maintenance

\* 18. Review a Training Project Plan (TPP) and an Integrated Learning Environment (ILE) Planning Document. Answer the following questions for review by your MTS Mentor.

*(Planning)*

What is the purpose of a training planning document?

What are the common elements in all planning documents?

What are the five (5) questions that a course mission statement must answer?

Write a course mission statement in support of a planning document.

\_\_\_\_\_  
Signature                  Date

\* 19. Using an existing CTTL, PPP, or JTA document:

Justify the decision for using the current delivery method (s).

*(Learning Research)*

Analyze alternative delivery strategies and present results to your MTS Mentor.

*(Learning Research)*

\_\_\_\_\_  
Signature                  Date

**NOTE:** MTS Candidates **MUST** be able to communicate effectively using written correspondence. They have already proven their oral communications abilities. Many of the following performance line items require the MTS Mentor to evaluate the candidate's written communications skills as well as the content. Types of correspondence may include: memoranda, point papers, emails and other media to be determined by the command MTS Coordinator.

\*20. Prepare correspondence proposing a modification to an existing course or topic of instruction (to support changes or updates) and present your results to your MTS Mentor.

*(Learning Research)*

\_\_\_\_\_  
Signature                  Date

\* 21. Prepare correspondence describing the Subject Matter Expert's role during an In-Process Review and present your results to your MTS Mentor.

*(Learning Research)*

\_\_\_\_\_  
Signature                  Date

\* 22. Prepare correspondence describing the Training Manager's role in developing a response plan based on any content assessment feedback and present your results to your MTS Mentor.  
(*Content Assessment*)

\_\_\_\_\_  
Signature                  Date

\* 23. Prepare correspondence to define the value of Fleet survey feedback and present your results to your MTS Mentor.  
(*Content Assessment*)

\_\_\_\_\_  
Signature                  Date

\* 24. Prepare correspondence discussing the purpose and the products of the Instructional Systems Development (ISD) Process and present your results to your MTS Mentor.  
(*Content Assessment*)

\_\_\_\_\_  
Signature                  Date

\* 25. Prepare correspondence to list and describe all applicable technology or multi-media tools available in the local activity and present your results to your MTS Mentor.  
(*Technology and Multi Media*)

\_\_\_\_\_  
Signature                  Date

\* 26. Prepare correspondence to explain and justify recommendations for application of technology or multi-media to a lesson and present your results to your MTS Mentor.  
(*Technology and Multi Media*)

\_\_\_\_\_  
Signature                  Date

\* 27. Prepare correspondence discussing the importance of intellectual property and implications of copyright law when developing and delivering instruction and present your results to your MTS Mentor.  
(*Technology and Multi Media*)

\_\_\_\_\_  
Signature                  Date

### **PQSS Domain 3: Learning Management**

\* 28. Develop an organizational chart highlighting the training chain of command from Echelon 1 to the learner in your training organization.

*(Navy Organization)*

\_\_\_\_\_  
Signature                  Date

\* 29. Develop a matrix identifying Chain-of-Command roles and responsibilities for:

*(Navy Organization)*

Learning Site Operations

Course Accreditation

Training Policies

Mission Capability Assessments

\_\_\_\_\_  
Signature                  Date

\* 30. Develop correspondence to describe the roles and responsibilities of:

*(Navy Organization)*

Functional Commander:

CCA:

CCMM:

\_\_\_\_\_  
Signature                  Date

\* 31. Draft a recommended training policy change by assessing existing training policies. Submit to your MTS Mentor for review and discussion.

*(Navy Organization)*

\_\_\_\_\_  
Signature                  Date

\* 32. Discuss with your MTS Mentor how the concept and principles of Change Management can be applied within your training organization.

*Note: As a minimum, the MTS Candidate should be able to discuss the two major constructs of the ISD: Systems Thinking and Quality.*

\_\_\_\_\_  
Signature                      Date

\* 33. Review a case study focusing on the concepts and principles of change management. Discuss with your MTS Mentor:  
(*Change Management*)

- What characteristics were necessary for an effective transition?
- Describe the effectiveness of the change transition
- Determine where responsibility lies for effective change management.

\_\_\_\_\_  
Signature                      Date

\* 34. Develop an Individual Development Plan (IDP) in coordination with supervisor and MTS mentor.  
(*Continuous Learning*)

\_\_\_\_\_  
Signature                      Date

\* 35. Research learning literature and discuss with MTS Mentor:  
(*Continuous Learning*)

*Note: There are several venues in which this line item may be accomplished: Community of Practice participation, on-line discussion forums, military or civilian course participation, facilitated discussions, seminars / webinars, individual learning research, etc.*

- Opportunities that foster continuous learning
  
- Ways to foster continuous learning opportunities

\_\_\_\_\_  
Signature                      Date

\* 36. Develop correspondence that outlines the goals and objectives of DoD joint education and training programs for review and discussion with your MTS Mentor.  
(*Continuous Learning*)

\_\_\_\_\_  
Signature                  Date

\* 37. Present an in-service briefing on safety in training that includes:  
(*Training Safety*)

- Risk assessment procedures
  
- Drop on request (DOR)
  
- Training Time Out (TTO)
  
- Emergency Action Plan

\_\_\_\_\_  
Signature                  Date



## **PQSS Domain 4**

***NOTE:** This domain is reserved for commands to develop organization-specific MTS performance line items beyond the core requirements in Domains 1 thru 3.*

*Commands have indicated a desire for their MTSs to possess demonstrated expertise as training managers in areas unique to their training programs. These may include specific instructor rate training requirements such as mobile training teams, high-risk training (BUD/S, EOD, Water Survival), lab facilitation, video tele-training, simulator operation, Naval Science Instruction, US Navy Post-Graduate School faculty, type-commander training and / or others.*



## Final Qualification: Master Training Specialist

Eligibility requirements complete

\_\_\_\_\_  
Signature                  Date

MTS CCQR complete

\_\_\_\_\_  
Signature                  Date

MTS Nomination Oral Boards complete

\_\_\_\_\_  
Signature                  Date

MTS survey complete

(Go to [www.nko.navy.mil](http://www.nko.navy.mil) and click on the Leadership tab to locate survey)

\_\_\_\_\_  
Signature                  Date

Recommended for Qualification  
*(Division Officer)*

\_\_\_\_\_  
Signature                  Date

Recommended for Qualification  
*(Department Head)*

\_\_\_\_\_  
Signature                  Date

Qualified Master Training Specialist  
*(Commanding Officer)*

\_\_\_\_\_  
Signature                  Date

**SERVICE RECORD ENTRY** \_\_\_\_\_ **DATE** \_\_\_\_\_



## Appendix A

### CORE COMPETENCIES QUALIFICATION REQUIREMENTS (CCQRs)

Core competencies identify those knowledge, skills, and abilities all personnel must demonstrate prior to earning the qualification as a Master Training Specialist (MTS). Demonstration of the competencies must be in compliance with the methodology provided in the CCQR Handbook. The following represent competencies addressed by the CCQR handbook:

**Assessment** - Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner. This includes the use of performance-based assessment methodology to determine accomplishment of specified outcomes as well as other strategies such as self-assessment, assessment of entry-level skills or deficiencies.

**Change Management** – Demonstrates an understanding of the elements of change management and the criteria for effective change agents.

**Communication** - Uses effective communication techniques with students and other stakeholders. Uses communication skills to establish a positive, interactive learning environment; motivate, encourage, and support the individual and the group as a whole; and communicate goals and objectives to senior leadership, other instructors/professors, and community educational administrators.

**Continuous Improvement** - Engages in continuous professional quality improvement for self and Navy education and training. Stays current of developments in the science of learning, Integrated Learning Environment (ILE), as well as those areas directly related to the delivery and evaluation of education and training.

**Critical Thinking** - Demonstrates appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.

**Diversity** - Uses teaching and learning strategies that reflect each student's culture, learning styles, and unique learning needs. Assesses a student's remedial needs and provides prescriptive learning opportunities that focus on those individual needs. Creates engaging learning environments for individuals and groups and supports learners at risk.

**Ethics** – Displays integrity and respect, and maintains accountability and responsibility for the learning environment.

**Human Development and Learning** - Demonstrates knowledge of the relationship between human development and learning by using appropriate instructional methodologies and curriculum materials that support the intellectual, personal, and social development of learners.

**Learning Environment** - Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

**Learning Research** - Appropriately applies the principles of the major learning theories, i.e., behaviorism, cognitivism, and constructivism in instructional events. Additionally, keeps abreast of the learning literature and instructional methodologies that are based in current learning research through professional development opportunities.

**Mentoring** – Acts as a learning guide to junior personnel and peers.

**Planning** – Plans and implements effective instruction in a variety of learning environments. Revises instruction based upon continuous evaluation of plans.

**Subject Matter Expertise** - Demonstrates knowledge and understanding of the subject matter.

**Technology** - Uses appropriate technology tools that enhance learning opportunities and are aligned with the Navy's education and training vision and goals. Analyzes the effectiveness of education and training technology tools on learning.

**Continuous Learning** - Contributes to a learning culture that encourages continuous learning, reflective practice, and peer support.

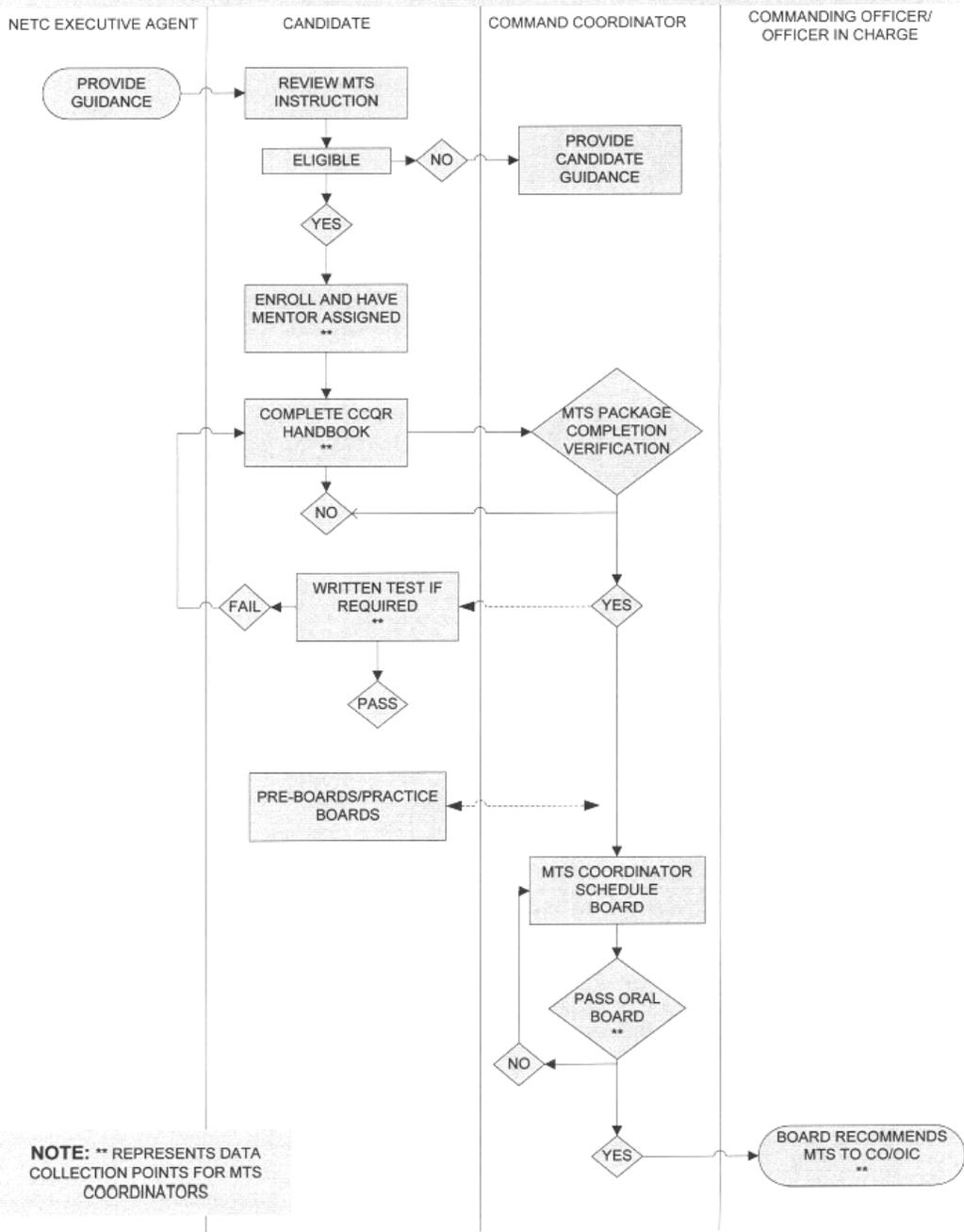
**Individual Assessments** - Identifies the impact of his/her own teaching on student learning.

**Professional Development** - Engages in ongoing development to remain current in one's own subject area and in the discipline of teaching.

**Resource Effectiveness** - Locates and uses resources that support teaching practice.

## Appendix B

### SAMPLE – MASTER TRAINING SPECIALIST – Process Flow Chart





## Appendix C

DEPARTMENT OF THE NAVY  
COMMANDING OFFICER  
Beach Jumper Unit 12  
14 Old Gator Way  
Imperial Beach, CA 91101

IN REPLY REFER TO:  
1500  
Ser 00/ xxx  
Date

From: Commanding Officer, Beach Jumper Unit 12

To: Commanding Officer, Center for Naval Leadership, Dam Neck, VA

Ref: (a) NETCINST 1500.2A  
(b) PHONCON Beach Jumper Unit 12, Lt N. Dearing / CNL Dam Neck, VA.  
Mr. Ford Pahrtz, CNL N7, of 15 Dec 2007

Encl: (a) Beach Jumper Unit 12 MTS Instruction, Personnel Authorization Listing

1. Beach Jumper Unit 12 is a Department of the Navy, Pacific Fleet Special Programs component of the US Naval Amphibious Forces. We currently have 100 personnel assigned with 24 assigned to our Mobile Training Teams. One aspect of our mission is to provide formal, small-unit instruction on a variety of topics necessary to support littoral operations. *(A brief description of your command to include agency affiliation, organizational size, training mission, and type of training).*
2. 12 instructors assigned to Beach Jumper Unit 12 eligible for participation in this program have met the requirements outlined in reference (a) and hold the 9502 NEC. Beach Jumper Unit 12 currently has 24 instructors assigned. We currently have one MTS-qualified instructor on board. *(Estimated number of eligible personnel you currently have for the MTS certification as well as the number of MTS-certified staff you have currently in your command).*
3. Beach Jumper Unit 12 expects to qualify 6 graduates of the MTS process / year. *(The estimated annual participation you think you'll have for the program.)*
4. Attached you will find a copy of our Command's draft MTS program instruction. *(Provide a draft, as an enclosure, of your command's MTS instruction that states how you plan to execute the MTS program at your command).*
5. Beach Jumper Unit 12 requests approval for our command Master Training Specialist (MTS) Program.
6. All aspects of the Beach Jumper Unit 12 training mission were discussed in reference (b). Mr. Pahrtz endorses our request to implement an onsite MTS program at *Beach Jumper Unit 12*.
7. Questions or concerns may be directed to Lt. Richard Kimball at (707) 888-1188/ DSN 444-1188

*(Signature - Command Representative)*  
*(Typed Name - Command Representative)*



# Appendix D

<b>INSTRUCTOR EVALUATION</b>					
NAME / RATE / RANK				DATE	
COURSE / SHORT TITLE / CIN				TOPIC / EXERCISE #	
EVAL TYPE				TECHNIQUE	
ANNUAL		CERTIFICATION		QUARTERLY	
TECHNICAL		MTS		SCHEDULED	
PRESENTATION TYPE				UNCHEDULED	
CLASSROOM		LABORATORY		FACILITATION	

Evaluate each item on the checklist.  
Check each item "Satisfactory, Needs Improvement, Unsatisfactory, Not Observed or Not Applicable"

1. INTRODUCTION	SAT	NI	UNSAT	NO	NA
a. Displayed Topic / Name, Introduced Self					
b. Read Objectives					
c. Motivation					
(1) Gained learners attention					
(2) Explained importance / relevance of topic material					
(3) Motivated learners to do their best					
(4) Safety Objective (specific to objectives)					
d. Stressed importance of Safety / Posted as applicable / TTO / DOR					
e. Provided lesson overview					
f. Ensured workstations / materials ready					
g. Related classroom instruction to On-The-Job performance					

2. PRESENTATION	SAT	NI	UNSAT	NO	NA
a. Used lesson plan effectively					
(1) Personalized lesson plan					
(2) Taught all discussion points					
(3) Transitioned / chained effectively					
(4) Used examples / analogies					
b. Used effective communication skills					
(1) Maintained learner attention					
(2) Encouraged participation / questions					
(3) Demonstrated active listening					
c. Asked questions					
(1) Required number (if applicable)					
(2) Used effective questioning technique					
(3) Provided effective feedback					
d. Handled learner questions					
e. Used technology / visual information effectively					
f. FACILITATION					
(1) Used Room movement effectively					
(2) Transitioned from CBT effectively					
(3) Kept discussion moving					
(4) Debriefed activity / exercise effectively					
(5) Recognized opportunities for intervention					
g. LABORATORY					
(1) Demonstrated lab procedures correctly					
(2) Reviewed lab procedures correctly					
(3) Provided related instruction as needed					
(4) Safety devices / equipment were in good condition					
(5) Issued tools /material expeditiously					
(6) Monitored learner safety practices					
(7) Co-Instructors assisted learners as necessary					

3. INSTRUCTOR / LEARNER INTERACTION	SAT	NI	UNSAT	NO	NA
(a) Maintained facilitator / instructor - learner relationship					
(b) Learners sought help when needed					
(c) Learners used tools / materials correctly					
(d) Recognized individual learner differences					

4. SUMMARY AND REVIEW	SAT	NI	UNSAT	NO	NA
(a) Reviewed objectives					
(b) Recapped key points					
(c) Questions checked learner understanding					
(d) Re-emphasized the importance of safety					

5. PERSONAL CHARACTERISTICS	SAT	NI	UNSAT	NO	NA
(a) Professional appearance / demeanor					
(1) Used appropriate language					
(2) Used inclusive language					
(3) Displayed enthusiasm					
(b) Used instructor traits effectively					
(1) Voice					
(2) Eye contact					
(3) Gestures					
(4) Attitude					

**6. OVERALL GRADE**

SATISFACTORY

UNSATISFACTORY

MTS RECOMMENDATION

ANNUAL EVALUATION RECOMMENDATION

**7. REMARKS COMPLETED BY EVALUATOR**

*Include a brief description of overall performance. (Strengths and Areas requiring improvement)  
A statement concerning safety evaluation procedures should be included in this section.  
All behaviors evaluated as NI, NO or NA will be explained in this section.*

NAME / SIGNATURE OF EVALUATOR / DATE

I have been debriefed on this evaluation --- INSTRUCTOR SIGNATURE / DATE

**8. INSTRUCTOR IMPROVEMENT PLAN**

*I understand the areas that need improvement and will take the following actions*

NAME / SIGNATURE OF INSTRUCTOR / DATE

## **Appendix E**

### **Core Competency Qualification Requirements (CCQR) References**

#### **1.0 Instructional Foundations (KQSS)**

##### **Section A: Navy Instructor Training**

NAVEDTRA 134 Navy Instructor Manual

#### **2.0 Content Implementation & Maintenance (KQSS)**

##### **Section A: ILE Guidance**

MPT&ECIOSWIT-ILE-INTR-1B, 15 Aug 07 Navy ILE Introduction

MPT&ECIOSWIT-ILE-HDBK-1B, 01 Sep 07 Navy ILE Content Developer's Handbook

MPT&ECIOSWIT-ILE-GUID-1B, 15 Aug 07 Navy ILE Instructional Systems Design and Instructional Design Process

MPT&ECIOSWIT-ILE-GUID-3B, 15 Aug 07 Navy ILE Instructional Content Style Guide, Interactive Multimedia Instruction & Instructor Led Training

MPT&ECIOSWIT-ILE-SPEC-1B, 15 Sep 07 Navy ILE Learning Objective Statement Specifications and Guidance

MPT&ECIOSWIT-ILE-SPEC-2B, 10 Apr 07 Navy ILE Guidance on Assessment Development

MPT&ECIOSWIT-ILE-SPEC-4D, 15 Aug 07 Navy ILE Technical Specifications and Guidelines

NMCI Core Build document (Link on the ILE Website)

##### **Section B: Task Based Curriculum Development**

NAVEDTRA 130A, Task Based Curriculum Development

##### **Section C: Personnel Performance Profile-Based Curriculum Development**

NAVEDTRA 131A, Personnel Performance Profile-Based Curriculum Development Manual

#### **3.0 Learning Management (KQSS)**

##### **Section A: Training Management**

NAVEDTRA 135B, Navy School Management Manual

NPDCINST 1500.4, Instructor Preparation, Qualification and Evaluation Program

NPDCINST 5401.1A, Training Support Functional Responsibilities

Navy Personnel Command (NPC) Web Link (Link on NKO)

Naval Education Training Command (NETC) Web Link (Link on NKO)

## **Section B: Learning Management Improvement Process**

LMS Course Supervisor's Guide, Apr 07

LMS Facilitator's Guide, Apr 07

LMS Student Control Guide, Apr 07

MPT&ECIOSWIT-ILE-GUID-1B, 15 Aug 07 Navy ILE Instructional Systems Design and Instructional Design Process

MPT&ECIOSWIT-ILE-HDBK-1B, 01 Sep 07 Navy ILE Content Developer's Handbook

MPT&ECIOSWIT-ILE-SPEC-2B, 10 Apr 07 Navy ILE Guidance on Assessment Development

MPT&ECIOSWIT-ILE-SPEC-4D, 15 Aug 07 Navy ILE Technical Specifications and Guidelines

ILE Website (Lexicon definitions)

## **Section C: Safety Procedures for Conducting Training**

NPDCINST 5100.1 Occupational Safety and Health, Training Safety and Firefighting Training Certification Programs Manual

OPNAVINST 1500.75A Safety Policy and Procedures for Conducting High-Risk Training

## **Section D: Human Performance**

MPT&ECIOSWIT-ILE-GUID-1B, 15 Aug 07 Navy ILE Instructional Systems Design and Instructional Design Process

MPT&ECIOSWIT-ILE-HDBK-1B, 01 Sep 07 Navy ILE Content Developer's Handbook

MPT&ECIOSWIT-ILE-INTR-1B, 15 Aug 07 Navy ILE Introduction

Executive Review of Navy Training (ERNT)

**Section E: Knowledge Management**

DON Metrics Guide, Aug 01

NAVSEA CoP Practitioner's Guide, May 01

NPDCINST 5260.1 Knowledge Management Strategy Guidance

HPC Spider Web Site

Navy E-Learning KM Course-IPTR: Knowledge Distribution, Knowledge Flow, and Organizational Performance (KM), Course Code: NPGS-KM12-1

NKO, NPDC N6 KM Page ([Wikipedia Link](#))

**Section F: Personnel Qualifications Standards (PQS)**

OPNAVINST 3500.34F Personnel Qualification Standards (PQS) Program

**Section G: Handling of Students' Classified School Notes**

SECNAVINST 5510.30B Department of the Navy (DON) Personnel Security Program (PSP) Instruction

SECNAVINST 5510.36A Department of the Navy (DON) Information Security Program (ISP) Instruction