

DRAFT

Program Instructor Training Program	Facility All
Subject Title Classroom Instructor Apprenticeship Standards	Effective Date
DC/RO Review required? <u> X </u> No <u> </u> Yes	
Approvals	

REVISION LOG

Rev	Affected Page/Section	Effective Date	Summary of Changes
00	All		Initial Issue

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CLASSROOM INSTRUCTOR APPRENTICESHIP FACTORS
A. SITE U LEARNING MANAGEMENT SYSTEM (LMS)

Apprenticeship Factors	Standard
1. Login to the SITEU learning management system (LMS) and locate: <ul style="list-style-type: none"> • your dashboard • your qualification transcript and view the requirements for the TINSQUAL, Classroom Instructor Qualification 	Logged in and located.
2. State the requirements for the Classroom Instructor Qualification.	<ul style="list-style-type: none"> • T4BTQPM0_SP, 4B Training and Qualification Program Manual • TINSBI01_CR, Instructor Fundamentals • TICNEVAL, Annual Instructor Evaluation
3. Complete the following training in SITEU: <ul style="list-style-type: none"> • SITELMS1, LMS Introduction for Learners • SITELMS7, Instructor Read Role 	Training completed.

B. REQUIREMENTS DOCUMENTS

Apprenticeship Factors	Standard
4. Complete the Manual 4B self-paced, online course in SITE U (required for instructor qualifications.)	Training completed.
5. Demonstrate accessing the Site Training Team Website from InSite.	InSite > Services > Site Training Team Website
6. Demonstrate accessing the 4B Manual and Training Administrative Guides (TAGs).	Site Training Team Website > Policy
7. Read the following Training Administrative Guides (TAGs): <ul style="list-style-type: none"> • 2, Examinations • 4, Classroom Conduct 	Reading completed.
8. Read PROGINST.PDES, Instructional Staff Training Program Description (TPD)	Reading completed.
9. Read PROGINST.TPLN, Instructional Staff Continuing Training Plan	Reading completed.
10. Review EDWS Training Program & Materials Identification Codes	Review completed.
11. State the purpose of the 4B Manual.	Provide specific guidance and interpretation of DOE Order 426.2 with respect to development and implementation of training and qualification programs used for nuclear facilities.
12. State the 4B procedure where you would find requirements for writing test items.	Procedure 3: Analysis, Design and Development of Training TAG 2, Examinations

B. REQUIREMENTS DOCUMENTS, cont.

Apprenticeship Factors	Standard
13. State the 4B procedure where you can find guidance for handling training records.	Procedure 5: Training Processes, Records and Documentation
14. Describe the general requirements for completing all training records.	<ul style="list-style-type: none"> • Legible and black or dark blue ink • Complete (all pages/attachments accounted for, no blank spaces) • Authenticated (signed by responsible individual, or electronic validation of User ID and password or PIN Code) • Traceable (sufficient information to permit direct identification to the task or activity)
15. State the time frame for submitting training completion records (e.g., SITE U Activity Roster, OSR 34-5) to Training Records.	Within 10 business days.
16. Explain how to address changes to training materials that are minor in nature and do not affect the purpose and/or scope of the course. Ref: 4B, Procedure 5, Sections 5.4	<ul style="list-style-type: none"> • Line out with single line • Initial and date • Add explanation if not self-explanatory • Documented on approved material located in EDWS • Limited to 3 per document
17. State the purpose of IM-2009-00010.	Specifies the required EDWS codes used for identification of training materials, programmatic documents, and forms.
18. Using IM-2009-00010 as a guide, explain the following EDWS codes: <ul style="list-style-type: none"> • PROGPPFOPDES000102 • PPFOP005LPLN000100 	PROGPPFOPDES000102 – A PPF Operations Training Program Description, Version 1, Revision 2 PPFOP005LPLN000100 – A PPF Operations Lesson Plan Version 1, Revision 0

B. REQUIREMENTS DOCUMENTS, cont.

Apprenticeship Factors	Standard
19. State the document that identifies the training requirements for instructional staff positions.	PROGINST.PDES, Instructional Staff Training Program Description
20. State how often classroom instructors must be evaluated to ensure continued proficiency.	Annually, at minimum
21. Explain the purpose of instructor continuing training.	<ul style="list-style-type: none"> • Maintain and improve instructional skills following initial qualification • Identify and correct weaknesses in performance (via instructional staff and program evaluations) • Improve overall job performance • Provide a vehicle for ongoing professional development.
22. State the number of continuing training hours required annually for instructors.	Annually, 10 hours of continuing training are required
23. State the color that must be used for printing examinations, examination banks, and answer keys.	Blue
24. State the minimum passing score for written examinations.	80%
25. Explain what must be done when a trainee fails an examination for qualification.	Employee is removed from the qualified watchstander's list. A remediation plan is developed and approved. The employee must complete the remediation plan requirements prior to retaking the examination.

C. SYSTEMATIC APPROACH TO TRAINING (SAT)

Apprenticeship Factors	Standards
<p>26. Describe the Systematic Approach to Training (SAT)/ADDIE methodology and the five phases. Ref: DOE-HDBK-1078-94, Section 1.3 and 4B, Procedures 3 & 4</p>	<p>Analysis – Serves as the basis for the design/development of training. Provides assurance that training is appropriate. Consists of needs analysis, job analysis, and task analysis.</p> <p>Design – Guides the creation of training materials and strategies. Activities include identifying training settings; determining examination/evaluation criteria; writing training plan/program descriptions; and writing learning objectives and test items/examination banks.</p> <p>Development – Development of training materials (lesson plans, OJT guides, briefings, etc.)</p> <p>Implementation – Delivery of training and examinations/evaluations to verify objectives have been achieved.</p> <p>Evaluation – periodic review of training programs, activities, materials, and feedback from job incumbents/supervisors.</p>
<p>27. Explain the purpose and the parts of terminal and enabling objectives. Ref: 4B, Procedure 3, Sections 5.3.1 and DOE-HDBK-1078-94, Sections 3.2 and 3.2.6</p>	<p>Terminal Objective:</p> <ul style="list-style-type: none"> • States exactly what the trainee will be expected to perform; translated directly from task statement • Includes action, condition, and standard <p>Enabling Objectives:</p> <ul style="list-style-type: none"> • Support the terminal objective • Derived from knowledge & skills identified during task analysis • Describe elements that must be achieved to reach the terminal objective • Condition and standard can be implied • Can measure knowledge

D. CLASSROOM INSTRUCTOR RESPONSIBILITIES

Apprenticeship Factors	Standards
28. Explain the major components of a lesson plan and how it differs from a briefing. Ref: 4B, Procedure 3, Sections 5.4.2 and 5.4.4	<p>Lesson Plan:</p> <ul style="list-style-type: none"> • Applicable evaluation criteria • Terminal and enabling learning objectives • Introduction • Presentation • Summary <p>Briefing:</p> <ul style="list-style-type: none"> • Goal or purpose statement • Outline, briefing notes, or text • Not intended for training where high rigor material is expected
29. Explain the instructor responsibilities for preparation in advance of classes. Ref: TAG 4, Classroom Conduct, Section 1.3.1, and OSR 36-50	<ul style="list-style-type: none"> • Prepare instructional materials needed ensuring they are the latest approved revision, accurate, complete, and legible • Prepare administrative materials (class roster, course critiques) • Inspect training equipment (extension cords, computer, projector, etc.) • Prepare learning environment (seating arrangement, temperature control, etc.)
30. Discuss the role of instructor as manager of the classroom, and trainee conduct expectations. Ref: TAG 4, Classroom Conduct	<p>Instructors are responsible and accountable for everything that happens in their classroom.</p> <p>Trainee conduct requirements:</p> <ul style="list-style-type: none"> • Prepare for class • Inform instructor of physical issues/illness • Bring required materials to class • Actively participate • Stay focused/alert, no sleeping • No behavior that reduces the active participation or learning of others • No foul language • No eating in classroom • Use facilities during breaks • Cell phones on silent, vibrate or off

D. CLASSROOM INSTRUCTOR RESPONSIBILITIES, cont.

Apprenticeship Factors	Standards
31. Explain the potential consequences for a trainee who fails to abide by the classroom standards of conduct. Ref: TAG 4, Classroom Conduct	Failure to abide by the standards of conduct could result in removal from the classroom, forfeiture of future classroom instruction, and a discussion with the student's direct supervisor.
32. Explain questioning techniques and how they can be used promote learning and assess understanding. Ref: TINSBI01, Instructor Fundamentals Training	<p>Open questions – requires students to think; gives student control</p> <p>Closed questions – useful for facts; instructor maintains control</p> <p>Using a combination of lower and higher cognitive questions (Blooms taxonomy) is most effective</p>
33. Discuss adult learning concepts. Ref: TINSBI01, Instructor Fundamentals Training	<p>Adults:</p> <ul style="list-style-type: none"> • are self-directed, require less direction, require respect • bring life experiences and knowledge • like to develop and grow in their jobs • need relevancy of training (WIIFM) • are intrinsically motivated

D. CLASSROOM INSTRUCTOR RESPONSIBILITIES, cont.

Apprenticeship Factors	Standards
<p>34. Describe instructional methods and how they can be used to facilitate learning. Ref: TINSBI01, Instructor Fundamentals Training and DOE-HDBK-1078-94, Section 4.2 and Attachment 19</p>	<p>Instructional methods are communication techniques based on the objectives and training settings.</p> <ul style="list-style-type: none"> • Lecture – effective/efficient for large groups; typically used in classroom settings. • Demonstration/Practice – effective with small groups; trainee performs steps under instructor supervision; typically used for OJT, laboratory, and simulator training, but can also be used in the classroom. • Discussion – effective with small groups; conversation between trainees guided by instructor; allows trainees to observe, listen, and actively participate; good for case studies; typically used in the classroom. • Oral Questioning – effective in all settings; instructor asks questions to increase interaction and control pace of training; samples trainee comprehension • Role Playing – effective in all settings except self-paced; effective for learning team member functions and team response coordination; permits instructor observation of attitudes, philosophies, and personality traits • Walkthrough – used for transitioning from simulated environment to actual job environment to see physical facility layout and observe employees performing jobs • Self-Paced – pace of training is controlled by the trainee (CBT, Required Reading, Homework, etc.)

D. CLASSROOM INSTRUCTOR RESPONSIBILITIES, cont.

Apprenticeship Factors	Standards
<p>35. Discuss effective instructional communication and listening techniques. Ref: TINSBI01, Instructor Fundamentals Training</p>	<p>Communication:</p> <p>What is said (Verbal) – pertains to the words we use, how many words we use; has least impact</p> <p>How it’s spoken (Vocal Elements) – pertains to voice; how it’s said; has moderate impact</p> <p>What is seen (Non-Verbal) – pertains to body language such as posture, gestures, eye contact, facial expressions; has greatest impact</p> <p>Six Active Listening Skills:</p> <ul style="list-style-type: none"> • Pay attention, allow “wait time” • Withhold judgement • Reflect • Clarify • Summarize • Share <p>Non-Verbal Listening Skills:</p> <ul style="list-style-type: none"> • Facial expressions • Tone and pitch of voice • Gestures/body language • Physical distance
<p>36. Discuss strategies that can be used to manage disruptive and difficult students. Ref: TINSBI01, Instructor Fundamentals Training</p>	<ul style="list-style-type: none"> • Instructor station themselves close to student • Call a break; speak to student privately during a break • Explain how their behavior affects the class • Ask how their “personal discussion” fits the class topic; ask to share what they are discussing • Answer challenges by citing references • Remove student from class

D. CLASSROOM INSTRUCTOR RESPONSIBILITIES, cont.

Apprenticeship Factors	Standards
37. Describe the purpose of training aids. Ref: TINSBI01, Instructor Fundamentals Training	<ul style="list-style-type: none"> • Make learning process more effective and conceptual • Grab students' attention • Build interest
38. List some examples of post-training evaluation activities. Ref: 4B, Procedure 4, Section 5.4.2	<ul style="list-style-type: none"> • Conducting interviews with job incumbents • Conducting interviews with job incumbents' supervisors • Evaluating job incumbent skills and knowledge by line management (oral boards, academic review boards, training review committees, qualification cards, etc.) • Observing employee's ability to perform tasks trained in the course • Reviewing training materials to include examination results, test-item analysis, oral boards, etc.
39. Schedule a classroom in 226-2F.	Classroom scheduled.
40. Prepare to teach a class.	<ul style="list-style-type: none"> • Verified instructional materials are the latest approved revision • Protected UCNI, OUO, and Business Sensitive information • Maintained control of training materials • Ensured classroom was set up appropriately • Reviewed safety, emergency, evacuation instructions • Provided course critiques/evaluations
41. Conduct classroom training demonstrating questioning and listening techniques, appropriate instructional methods, effective communication, and managing difficult/disruptive students (if applicable).	Training conducted in accordance with 4B, TAG 4, OSR 36-50 requirements. Used questioning techniques, appropriate instructional methods, effective communication/listening skills, and managed difficult/disruptive trainees, if applicable.

D. CLASSROOM INSTRUCTOR RESPONSIBILITIES, cont.

Apprenticeship Factors	Standards
42. Demonstrate how to complete and disposition the following: <ul style="list-style-type: none">• SITE U Activity Roster• OSR 34-5, Class Implementation Record	Completed in accordance with 4B and Records requirements.
43. Proctor, grade, and disposition written examination(s).	Conducted in accordance with 4B and TAG 2, Section 5.0 requirements.
44. Review/disposition trainee feedback (class evaluations).	Feedback reviewed to identify potential areas of concern, and corrective action(s) identified.