Instructor Development Program

Version 2.4

Manual of Policies and Procedures

National Training Center

An agency of the Federal Motor Carrier Safety Administration (FCMSA)

U.S. Department of Transportation

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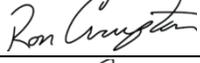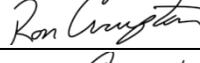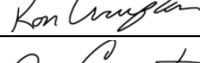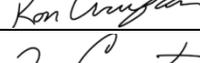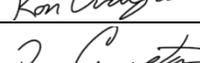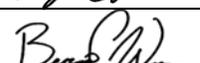
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ABOUT THE PROGRAM

The fundamental goal of the Federal Motor Carrier Safety Administration (FMCSA) is to reduce crashes, injuries, and fatalities involving large trucks and buses. To support FMCSA's mission, the National Training Center (NTC) serves as the focal point for developing and delivering motor carrier safety training.

The NTC is committed to providing its customers with high-quality motor carrier safety and law enforcement training, enhancing the capabilities of participating Federal, State, and local government officials. Training instructors are key personnel for ensuring NTC courses are delivered accurately and effectively.

The NTC Instructor Development Program (IDP) is designed to attract experts in their fields who are committed to providing this crucial training. The program guarantees the superiority of NTC training courses by adhering to its core values:

- Ensure that all instructors are trained consistently and meet the same meticulous standards.
- Promote instructors' use of effective learning techniques and ongoing development.
- Provide a framework that aligns with NTC policies, procedures, guidelines, and standards.
- Require that all instructors are evaluated at regular intervals.

Participation in the IDP is open to current employees of the FMCSA or participating Commercial Motor Vehicle Enforcement (CMVE) state programs. These CMVEs include recipients of FMCSA's extensive grant program to State and local law enforcement agencies, the Motor Carrier Safety Assistance Program (MCSAP). The FMCSA's High-Priority Enforcement Training and Support (HP-ETS) grantee, the Commercial Vehicle Safety Alliance (CVSA), is an additional stakeholder. Under the NTC's supervision and with NTC guidance, these stakeholders work cooperatively to realize FMCSA's mission by providing high-quality training and course delivery.

Version 2.4 of the IDP includes updates to the certification requirements and certain policies and procedures. This manual details these revisions and replaces all previous versions.

PROGRAM OVERVIEW

The IDP has a rigorous process for selecting, coaching, and fostering the Federal staff and state employees participating in the MCSAP program who deliver FMCSA coursework. All IDP participants must meet certain criteria for acceptance and consistently maintain their certifications. The NTC only selects applicants whose teaching abilities meet NTC standards and demonstrate subject-matter expertise in their teaching concentration(s).

Instructor Roles

Successful candidates are assigned to one of three roles based on work experience, expertise, course certifications, and teaching abilities. Instructors may only teach those courses for which they are certified. Even teaching a module outside one's certification violates NTC policy and is grounds for suspension.[1] Candidates must also be able to perform the responsibilities required for each role and demonstrate the minimum competencies for the program.

All training courses are assigned to one of the three instructor roles. The course categories are *Outreach and Education*, *Safety Program Certification*, and *Instructor Development*.

- **Presenters** deliver *Outreach and Education* courses.
- **Instructors** deliver both *Outreach and Education* and *Safety Program Certification* courses.

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[1] See Certification Suspension and Decertification for more information.

▪ **Master Instructors** teach *Outreach and Education*, *Safety Program Certification*, and *Instructor Development* courses. Their primary focus is developing the NTC instructional program, coaching instructors, and evaluating instructional performance.

First-time applicants to the IDP are eligible for the Presenter and Instructor roles only.

Steps to Certification

1. **Application**

    Applicants first coordinate with their State POC/Federal supervisor to complete and submit the *NTC Instructor Certification Program Application*[2] and its required supporting materials, which range from a detailed resume to inspection or investigation reports. The NTC evaluates the applications and selects candidates.

2. **Approval – Candidacy**

    Applicants who meet the qualification requirements and receive NTC approval are considered IDP candidates. The candidates must then complete the online *NTC Instructor Orientation* course.

3. **Certification**

    Instructors may only teach courses in which they are certified. They are not permitted to instruct any part of a course before they are certified by the NTC.

    Instructor and Master Instructor candidates must pass a qualification exam for the course they wish to teach.[3]

    To become certified as an Instructor or Master Instructor, candidates must:

    i)   Receive the minimum required score on the qualification exam for their selected course[4]
    ii) Complete the Instructor Development Certification (IDC) Course or Master Instructor Development Certification (MIDC) Course

    To become certified as a Presenter, Instructor, or Master Instructor, candidates must:

    iii) Receive an overall rating of "Effective" on a field evaluation (an evaluation conducted by a Master Instructor while the candidate teaches a course)

4. **Maintenance**

Once certified to teach a course in the IDP, there are certain requirements instructors must meet to continue teaching after the first year. All instructors must meet the certification maintenance requirements for their role. Certifications are based on a four-year cycle.[5]

However, there are also specific annual requirements. All maintenance requirements are listed in the detailed description of each instructor role later in this document.

As an added assurance that course delivery is always of the highest quality, instructors may be evaluated by a Master Instructor whenever they teach. For example, if a Master Instructor joins a class to evaluate an IDP candidate, any instructors co-teaching the course shall also be evaluated.

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[2] Copies of all NTC forms mentioned in this document may be found in Appendix B.
[3] See Qualification Exams and Re-Tests.
[4] All reasonable ADA accommodations for fair testing are available upon request.
[5] The policy regarding the four-year cycle, including the handling of all incumbent instructors with a start date prior to July 1, 2024, is detailed in Four-Year Cycle for Certification and Expiration.

The instructor roles and their certification details are summarized in Table 1, below.

ROLE	QUALIFICATIONS	COURSES	COURSE DETAILS
Presenter	▪ Course completion certificate ▪ Online *NTC Instructor Orientation* course ▪ Min. Field Evaluation Rating of "Effective"	Only *Outreach and Education*	No exams
Instructor	▪ Online *NTC Instructor Orientation* course ▪ Min. 90% on the qualification exam ▪ IDC course ▪ Field Evaluation Rating of "Effective"	*Outreach and Education* and *Safety Program Certification*	▪ Safety Program certifications (may have exams) ▪ Presenter-level courses
Master Instructor	▪ Minimum of 600 instructional hours ▪ 90% or higher on the qualification exam ▪ Min. Field Evaluation Rating of "Effective"	▪ *Outreach and Education* and *Safety Program Certification* ▪ Instructor Development	▪ Both *Instructor* and *Master Instructor Development Courses* (IDC & MIDC) ▪ All other courses

Table 1. Instructor Role Certification Overview

PRESENTER

Presenters deliver coursework and facilitate activities for *Outreach and Education* courses. They are not permitted to administer coursework that includes exams (*i.e.*, Instructor or Master Instructor-level courses).

Minimum Qualifications

To be considered for this role, the applicant must demonstrate sufficient professional experience, as outlined on the *NTC Instructor Certification Program Application*[6].

Tasks for this Role

- Presenters are expected to instruct the course for which they are certified

- Follow all NTC policies and procedures, including those for maintaining certification

- Teach at least one course a year

Application and Certification Procedures

A series of specified actions and events must occur before a Presenter is granted (or allowed to retain) certification.

    STEP 1: APPLY TO BE A PRESENTER

        Applicants must coordinate with their State POC/Federal supervisor to apply:

        i)   Fill out the *NTC Instructor Certification Program Application Form*. In the form's "Course Content Domain" section, check "Other" and enter the name of the

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[6] See IDP Forms in Appendix B.

Outreach and Education course you would like to teach. **Initially, you may only seek certification for one course.** [7]

ii) Attach your resume per the "Minimum Qualifications Checklist" on the application form

Approved applicants (*i.e.*, candidates) will receive an e-mail invitation with a link to the online *NTC Instructor Orientation* course.

STEP 2: **NTC INSTRUCTOR ORIENTATION**
As noted in Step 1, candidates will use the link to access this course. Candidates must complete this web-based orientation **no more than 30 days after receiving the emailed link from the NTC**.

This course details the NTC's policies and procedures for delivering coursework and explains the metrics used during a field evaluation. After completing the orientation, candidates must notify the NTC and proceed to Step 3.

STEP 3: **THE FIELD EVALUATION**
Candidates coordinate with their State POC/Federal supervisor and the NTC to schedule a field evaluation and, if desired, a course observation before the field evaluation.

The field evaluation should occur the next time the course is taught, but it must occur **within a year after completing the *NTC Instructor Orientation***. If the course is not offered within 12 months or the candidate does not teach the course within that time frame, they must re-apply to the IDP and re-take the Orientation.

To schedule a field evaluation, fill out and submit the *NTC Field Evaluation Request Form*. The NTC will inform the candidate when that evaluation will take place. The candidate is responsible for coordinating with their State POC/Federal supervisor for leave and making travel arrangements.

A Master Instructor will observe the candidate teaching their course and, using the *NTC Field Evaluation Form*, determine whether the candidate has met the minimally acceptable performance (MAP) requirements.

CERTIFICATION To receive certification in the desired course, Presenters must receive a minimum rating of "Effective" (75% or higher) on the *NTC Field Evaluation Form*.

Certified Presenters may volunteer to teach their course by checking the schedule in the NTC's web-based Learning Management System (LMS), coordinating with their State POC/Federal supervisor, and contacting the NTC.

Anyone not receiving the minimum "Effective" rating on the *NTC Field Evaluation Form* may request a second field evaluation. They may also attend the NTC Instructor Development Certification (IDC) Course for further training.

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[7] A Presenter may seek certification for additional courses after being certified in one course.

Maintaining Certification

A Presenter's certification is valid from the date of award until the end of the current four-year cycle, during which they must meet all requirements for maintaining their certification:

- **Each Calendar Year:**

    ◦   Participate in any mandatory Presenter training, including webinars and development activities

    ◦   Teach at least one course

- **Every Four-Year Cycle:** Receive a minimum rating of "Effective" (75% or higher) on the **most recent** field evaluation

INSTRUCTOR

Instructors deliver coursework, facilitate activities, and administer exams. They oversee the classroom environment and coordinate information and documentation with course stakeholders (*e.g.*, State POCs, NTC staff, and students). Instructors may serve as lead instructors and subject matter experts (SMEs) for course and exam development initiatives.

Minimum Qualifications

- A minimum score of 90% within 120 minutes on the qualification exam for the course they wish to instruct
- Two years' experience and a completion certificate for the course they seek to instruct

Tasks for this Role

- Instruct the course(s) for which they are certified
- Administer online and written exams as needed
- Teach at least one course per year
- Participate in any mandatory trainings, including webinars and development activities

Application and Certification Procedures

A series of specified actions and events must occur before an Instructor is granted certification or recertified.

STEP 1:   SUBMIT THE APPLICATION
Coordinate with your State POC/Federal supervisor to submit an *NTC Instructor Certification Program Application* with all required supporting materials to the NTC for review:

1. Certificate showing the successful completion of the course in which certification is sought
2. Relevant professional experience from the two most recent consecutive years
3. Inspection reports from the two most recent consecutive years

The NTC will notify approved candidates to complete the next steps.

STEP 2:   PASS THE QUALIFICATION EXAM(S)
You must pass a qualification exam for **each** course you wish to teach. New applicants to the IDP cannot request additional qualification exams until they receive their initial certification.

To schedule a qualification exam, coordinate with your State POC/Federal supervisor to submit an *Examination Request Form*.

Once approved, candidates must complete the qualification exam within 90 days.

Candidates must achieve a minimum score of 90% over 120 minutes to pass the qualification exam. If they fail the exam, they may request a re-test. See Qualification Exams and Re-Tests.

STEP 3:   NTC INSTRUCTOR ORIENTATION
Coordinate with your State POC/Federal supervisor and NTC staff to complete the online *NTC Instructor Orientation*.

STEP 4:   NTC INSTRUCTOR DEVELOPMENT COURSE (IDC)
Coordinate with your State POC/Federal supervisor and the NTC to register for and attend the **next available** NTC Instructor Development Certification (IDC) Course.

STEP 5:   THE FIELD EVALUATION
Coordinate with your State POC/Federal supervisor and the NTC to submit an *NTC Field Evaluation Request Form*. **Field evaluations must be coordinated with the NTC.** If possible, the evaluation will be scheduled for the next time that class is taught.

A Master Instructor will observe and evaluate your teaching using the *NTC Field Evaluation Form* to determine whether you have met the minimally acceptable performance (MAP) requirements. **Instructors must receive a minimum rating of "Effective" (equivalent to 75% or higher).**

Upon final NTC approval, certified individuals may volunteer as Instructors to teach the NTC course in which they are certified.

Maintaining Certification

An Instructor's certification is valid from the date of award until the end of the current four-year cycle, during which they must meet all requirements for maintaining their certification:

▪ **Each Calendar Year:**

◦ Participate in any mandatory Instructor training, including webinars and development activities

◦ Teach at least one course

▪ **Every Four-Year Cycle:**

◦ Receive a minimum rating of "Effective" on the **most recent** field evaluation

◦ Receive a passing score on the qualification exam for each course the Instructor is certified to teach

MASTER INSTRUCTOR

Master Instructors coach, develop, and evaluate the performances of Presenters and Instructors. They coordinate information and documentation with course stakeholders (*i.e.*, State POCs, NTC staff, and students) and may serve as subject matter experts (SMEs) for course and exam development initiatives. Master Instructors also deliver coursework, facilitate activities, and administer exams and assessment exercises for the courses they are certified in.

Minimum Qualifications

To be considered for this role, the applicant must:

- Be an active NTC instructor
- Have taught at least 600 instructional hours

Tasks for this Role

- Maintain their instructor certification status
- Perform at least two field evaluations per year
- Administer online and written exams as needed
- Participate in any mandatory trainings, including webinars and development activities

Application and Certification Procedures

To certify a master instructor, a series of specified actions and events must take place.

STEP 1: SUBMIT APPLICATION
Coordinate with your State POC/Federal supervisor to submit a completed *NTC Instructor Certification Program Application* with all required supporting materials to the NTC. Approved candidates may take the NTC Master Instructor Development Certification (MIDC) Course.

STEP 2: THE MASTER INSTRUCTOR DEVELOPMENT CERTIFICATION (MIDC) COURSE
Once approved, coordinate with your State POC/Federal supervisor and the NTC to schedule your participation in the **next** MIDC course. Master Instructors will be trained to evaluate and coach Instructors and Presenters.

During training, candidates will be evaluated to determine whether they meet the minimally acceptable performance requirements. Upon final approval, they may carry out the responsibilities and tasks of a Master Instructor.

Maintaining Certification

A Master Instructor's certification is valid from the date of award until the end of the current four-year cycle, during which they must meet all requirements for maintaining their certification:

- **Each Calendar Year:**
  - Participate in ALL mandatory Instructor training, including webinars and development activities
  - Maintain instructor status (*i.e.*, teach at least one course each year)

◦   Perform a minimum of two field evaluations

Master Instructors who teach either an IDC or MIDC will fulfill the certification maintenance requirements for that year.

▪   **Every Four-Year Cycle:**

◦   Receive a 90% or higher over 120 minutes on the qualification exam for each course certification (See Qualification Exams and Re-Tests for details.)

◦   Receive a minimum rating of "**Effective**" (75% or higher) on the most recent field evaluation in any one of the courses for which the Master Instructor is certified

PROGRAM ADMINISTRATION

FMCSA and the NTC are committed to high-quality course delivery by instructors trained and teaching to the same exacting standards. The NTC ensures that all aspects of the IDP align with FMCSA's mission and goals.

The IDP is open to current FMCSA and participating State program employees. Instructors who are no longer employees of FMCSA or participating State programs will be decertified effective the date of their employment separation and/or the expiration date of their certifications, whichever date comes first.

The components that support the IDP's administration are detailed below.

Pre-IDP Version 2.3 ("Grandfathered") Requirements

Incumbent instructors certified before July 1, 2024, will be granted certification to teach at the most appropriate level. These "grandfathered" instructor certifications will be incorporated into the standardized four-year cycle (*i.e.*, January 1, 2025, to December 31, 2029).

Any individuals accepted into the IDP (*i.e.*, not yet certified) before July 1, 2024, will remain IDP candidates. However, anyone **not** accepted into the IDP by July 1, 2024, must submit an *NTC Instructor Certification Program Application* and meet all qualification requirements.

Applications

When the NTC receives an application, the staff reviews the submission for completeness and determines if it meets the minimum qualifications listed on the application form. Applicants who meet the minimum qualification requirements and receive NTC approval are thereafter considered IDP **candidates**.

The NTC uses the date of status change and the codes shown in Table 2 (see next page) to denote and document the status of a candidate's application. The NTC provides status notifications with these codes to the applicant and, if applicable, the participating State program.

CODE	DESCRIPTION
RECEIVED	The application has been received by the NTC and is being reviewed
INCOMPLETE	The application is incomplete or missing supporting documentation
APPROVED	The application has been approved for the next step
DENIED	The information provided does not meet the minimum qualification requirements for the course(s) or level of certification

Table 2. Application Status Codes

Instructor Training

Every instructor must complete the online *NTC Instructor Orientation*. Subject to NTC approval, additional training is available to all instructors in the IDP.

Field Evaluations and Coaching by Master Instructors

Whenever an instructor receives a field evaluation, the Master Instructor who performed the evaluation presents their findings and discusses them with that instructor. Master Instructors also provide feedback, tips, and observations to assist the instructor in improving instructional skills. The Master Instructor is required to audit the course for its entire duration, which provides ample opportunity for additional coaching sessions as needed and/or requested.

The NTC Instructor Development Certification (IDC) Course

Taught exclusively by Master Instructors, the IDC is designed for Instructor candidates but is available to Presenters upon request. This course aims to equip new instructors with the knowledge and skills necessary to effectively deliver coursework and activities in accordance with NTC standards. Instructors learn to apply evidence-based strategies and adult learning theory to their teaching practices. To pass the course, Instructor candidates must demonstrate their instructional skills in a 40-minute presentation and receive a minimum rating of "Effective" (75% or higher) from a Master Instructor using the same metrics as in the field evaluation. The course also includes training for each competency on which they are evaluated.

The NTC Master Instructor Development Certification (MIDC) Course

The MIDC is available to Master Instructor candidates only. This course aims to equip Master Instructor candidates with the knowledge and skills necessary to evaluate and coach Presenters, Instructors, and other Master Instructors. Master Instructors must demonstrate the ability to utilize the Behaviorally Anchored Rating Scales (BARS) on the *NTC Field Evaluation Form* and score examples of instructional presentations. To pass the course, candidates must grade these examples within the appropriate median range and demonstrate the ability to coach and counsel others with specific feedback and practical applications for improvement.

Additional Certifications, Qualification Exams, and Changing Instructor Roles

All instructors are welcome to expand their role in the IDP with the approval of their State POC/Federal supervisor.

Additional Course Certifications

Once certified to teach a course, Presenters, Instructors, and Master Instructors may seek additional certifications in courses for which they are eligible.[8]

▪ **Presenters** must complete and submit a new *NTC Instructor Certification Program Application* with all required supporting materials.

▪ **Instructors** and **Master Instructors** must submit a new *NTC Instructor Certification Program Application* and pass the qualification exam.

Once approved, instructors may volunteer to teach the additional courses in which they are certified.

Qualification Exams and Re-Tests

Instructors and Master Instructors are required to demonstrate a high level of proficiency on exams for the courses in which they seek certification. Specifically, they must achieve a minimum score of 90% within 120 minutes on the proctored exam **for each course** in which certification is sought.

▪ Those who do not meet the minimum score may submit a new *Examination Request Form* to request a re-test within 30 days, with the re-test date no more than 90 days following.

▪ If a new IDP candidate fails a re-test, a 30-day waiting period is required before they may re-apply to the program by submitting a new *Instructor Certification Program Application*.

▪ If an incumbent Presenter wishing to be an Instructor fails a re-test, a 30-day waiting period is required before submitting a new *Examination Request Form* for that exam.

▪ If an instructor fails a re-test, they are decertified for that course and must wait 30 days before re-applying for certification.

▪ A course decertification will not affect an instructor's other certification(s).

Changing the Instructor Role

Any participant in the IDP may subsequently seek to change their instructor role.

Presenter to Instructor

Presenters who wish to move to the Instructor role must:

▪ Pass the qualification exam

▪ Successfully complete the Instructor Development Certification (IDC) Course

▪ Receive a minimum rating of "Effective" on the field evaluation

Instructor to Master Instructor

Instructors who wish to move to the Master Instructor role must:

▪ Maintain Instructor certification

▪ Complete a minimum of 600 instructional hours

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[8] For example, Presenters are eligible to seek certification in a second *Outreach and Education* course once they receive their first *Outreach and Education* course certification.

▪   Successfully complete the Master Instructor Development Certification (MIDC) Course

NTC Field Evaluations

The NTC Field Evaluation assesses instructors while they are teaching a course. **Candidates** must receive a field evaluation for any course in which they seek certification. **Presenters and Instructors already in the IDP** must receive a field evaluation to maintain certification in a course.

Only Master Instructors are permitted to administer NTC Field Evaluations. During a field evaluation, Master Instructors observe and coach throughout the course. The length of a field observation should be the entire course length.

As stated earlier, whenever a Master Instructor joins a class to conduct a field evaluation, the Master Instructor must evaluate *every* instructor teaching that class, enabling the NTC to conduct assessments efficiently and in a financially responsible manner. Additionally, this process allows instructors to review the evaluator's findings, discuss the results in person, and continually grow and develop through constructive feedback and coaching.

Master Instructors must keep separate notes and evaluation records for each instructor being evaluated and should schedule a time to provide performance feedback: either during breaks or before or after instruction. At the end of a field evaluation, the Master Instructor summarizes feedback, notes, and Behaviorally Anchored Rating Scales (BARS) for each competency on the *NTC Field Evaluation Form*. Both the Master Instructor and the Presenter/Instructor being evaluated must sign and date the form, affirming that the results and feedback were received and reviewed.

Afterward, the Master Instructor submits the completed and signed field evaluation forms to the NTC for review and final assessment. If the evaluated instructor does not receive the minimum "Effective" rating on the *NTC Field Evaluation Form*, they may request a second field evaluation.

The NTC Field Evaluation Form

The *NTC Field Evaluation Form* provides a rubric with performance indicators (also known as "behavioral indicators") to assist the NTC in identifying candidates who can meet (or in verifying that incumbent instructors do meet) the minimally acceptable performance (MAP) levels of their role.

The *NTC Instructor Orientation* explains this form and the evaluation process in detail, so instructors understand how they are evaluated and on what criteria.

Maintenance Requirements

Once candidates have been certified for a specific role and course(s), they must meet certain maintenance requirements to retain their certification(s). Some requirements must be met annually, while others must be met within the four-year cycle.

1. **Mandatory Training—All Three Roles**

    All three roles must participate in any mandatory training, including webinars and development activities.

2. **Annual Course Administrations—All Three Roles**

    Every calendar year, instructors must teach at least one course. Those certified in more than one course only need to teach one of those courses annually to maintain certification.

3. **Qualification Exams for Instructors and Master Instructors**

    Within each four-year cycle, Instructors and Master Instructors must pass qualification exams for each course they are certified.

4. **Field Evaluations—All Three Roles**

    Whenever a Master Instructor attends a course to conduct a field evaluation for a candidate or instructor (*i.e.*, Presenter, Instructor, or Master Instructor), the evaluating Master Instructor must also conduct field evaluations on all instructors co-teaching that course.

    Instructors and Master Instructors must undergo a field evaluation at least once every four-year cycle. Instructors and Master Instructors are only required to be evaluated for one of the courses they are certified in to maintain all of their certifications (as long as all other maintenance requirements are satisfied).

Recurring Field Evaluations

In addition to passing the field evaluations for initial certification, all three instructional roles must receive the minimum score on a subsequent field evaluation within each four-year cycle.

Any instructor who fails a field evaluation is entitled to a second evaluation. If they fail the second evaluation, they must wait 30 days before submitting an *NTC Instructor Certification Program Application* with the required paperwork as a new applicant to the program.

Certification Standards

Four-Year Cycle for Certification and Expiration

Instructors retain their certifications for a four-year cycle, provided that the annual requirements are met. This four-year cycle is standardized for all instructors, with the next cycle starting on January 1, 2025, and ending on December 31, 2029. In other words, regardless of their actual start date, all instructors' certifications for this cycle will expire at the end of 2029.

Recertification must occur before the expiration of the four-year cycle. For example, instructors must be recertified before December 31, 2029, to continue teaching in 2030.

This cycle also applies to incumbents under the previous IDP; see Pre-IDP Version 2.3 ("Grandfathered") Requirements for details.

Annual Certification and Expiration

If certification maintenance requirements are not met within the prescribed timeline, an incumbent's certification will expire at the end of the certification period.

An instructor certified before or on June 30 of any year within a certification period must meet the annual certification maintenance requirements for that calendar year. However, if an instructor is certified after June 30, they are not required to meet the annual certification maintenance requirements until the following calendar year.

Certification Suspension and Decertification

At any time, instructors may be suspended or decertified if their performance falls below minimally acceptable performance (MAP) levels or if they have violated NTC policies, procedures, and/or guidelines. Specific examples include, but are not limited to:

- Fails to meet the qualifying score on a course exam

- Fails to meet the minimum rating on an NTC field evaluation

- Delivers NTC coursework in which the instructor is not certified

- Administers a field evaluation without prior authorization

- Delivers NTC course content inappropriately (*i.e.*, changing the scope and/or depth of the course by ignoring, modifying, or adding content)

- Responds ineffectively to student questions (*i.e.*, answers questions inaccurately)

- Fails to maintain an effective learning environment (*i.e.*, gives students overly negative feedback or lectures to students without engaging them)

- Represents the NTC in a negative way (*i.e.*, makes comments undermining the integrity of NTC coursework)

- Uses derogatory, off-color, and/or offensive remarks during the course or is rude or abrasive to students and/or co-instructors

- Fails to adhere to the NTC Exam Administration Guidelines and/or compromises exam score integrity

Suspensions can be at the IDP level or course-specific. Instructors are not permitted to administer **any** NTC course when suspended at the IDP level. When suspended at the course-specific level, they are not permitted to administer the course from which they have been suspended.

Instructors of all three roles who are no longer employed by FMCSA or participating State programs will be decertified effective the date of their employment separation and/or the expiration date of their certifications, whichever date comes first.

NTC Contact Information

Questions regarding the IDP should be emailed to NTC-Certification@dot.gov.

APPENDIX A.   GLOSSARY

This Appendix provides a brief explanation of terms found in this document.

Assessments: An evaluation of an instructor's teaching performance; another word for a field evaluation.

Certification: The official status granted by the NTC that attests to an individual's having achieved the required knowledge and skills to perform instruction.

Certification Requirements: The specific criteria which an individual must demonstrate mastery of, or compliance with, for the NTC to grant the official status of being certified.

Classroom: Either an in-person or online learning environment.

Commercial Vehicle Safety Alliance (CVSA): A nonprofit organization that promotes commercial motor vehicle safety and enforcement in Canada, Mexico, and the U.S. Recipient of the High-Priority Enforcement Training and Support (HP-ETS) grant, CVSA has partnered with the NTC to provide course instruction to state and local law enforcement agencies.

Content delivery: The instruction of a course.

Course: An FMCSA training class taught in a classroom setting at the NTC, virtually, or at participating State program locations.

Course administration: Teaching a course, either in person or online, while conducting classroom management activities.

Coursework: A general term indicating any material supporting a course's curriculum. Coursework may include print- or computer-based documents, discussions, or activities.

Examination Request Form: The NTC form used to request an exam. For the IDP, this form is required for those seeking to obtain or maintain instructor-level certification for a particular course. See Appendix B for an example.

Exams: The official tests of an IDP applicant, candidate, or instructor's knowledge or skills of an NTC course. These tests are generally administered online in the NTC's Learning Management System (LMS).

Field evaluation: An in-person assessment of instructors, conducted by an NTC Master Instructor while the instructor is teaching a course.

Field Evaluation Request Form: The NTC form used to request a field evaluation to obtain or maintain instructor-level certification for that course.

Field Evaluation Form: The NTC form used by a Master Instructor to evaluate a candidate or incumbent instructor to rate that instructor's competencies using performance indicators and Behaviorally Anchored Rating Scales (BARS).

Federal Motor Carrier Safety Administration (FMCSA): The lead federal government agency responsible for regulating and providing safety oversight of commercial motor vehicles (CMVs) with the mission to reduce crashes, injuries, and fatalities involving large trucks and buses. FMCSA partners with industry, safety advocates, and state and local governments to improve CMV safety through regulation, education, enforcement, research, and technology. The National Training Center is an FMCSA agency. See www.fmcsa.dot.gov.

IDP: Acronym for the NTC's Instructor Development Program.

Incumbent: A certified Presenter, Instructor, or Master Instructor in the IDP, who received their certification through previous involvement in the Instructor Development program.

Instructor: An instructor role in the IDP. An Instructor is eligible to teach *Safety Certification* courses and administer examinations.

Instructor Certification Program Application: The NTC form is used to apply to the IDP for the first time or, for incumbent instructors, to request an additional course certification.

Instructor Development Certification (IDC) Course: A course designed by the NTC and offered to instructor candidates in the IDP.

LMS, or Learning Management System: The NTC's secure, web-based system for the administration, automation, maintenance, reporting, and tracking of its training functions.

Maintenance Requirements: The specific actions that an IDP instructor must fulfill to retain certification in a course and be considered a certified IDP instructor.

Master Instructor: An instructor role in the IDP. A Master Instructor is responsible for building and maintaining the IDP and ensuring the quality of the IDP instructors who teach NTC courses. A Master Instructor is eligible to teach all NTC courses if certified.

Master Instructor Development Certification (MIDC) Course: A course designed by the NTC and offered to Master Instructor candidates in the IDP.

Motor Carrier Safety Assistance Program (MCSAP): An FMCSA-administered program that maintains a formula grant providing financial assistance to state and local law enforcement agencies to increase their CMV-related enforcement and safety activities. The grant and the program's assistance tools are designed to support consistent, uniform, and effective CMV safety programs. See https://www.fmcsa.dot.gov/grants/mcsap-basic-incentive-grant/motor-carrier-safety-assistance-program-mcsap-grant for grant details and https://ai.fmcsa.dot.gov/Grants/MCSAP.aspx for information on the FMCSA support program.

Presenter: An instructor role in the IDP. A Presenter is eligible to teach *Outreach & Education* courses.

Qualification Exam: A course's current examination that an applicant or incumbent instructor must take and meet the required minimum score to become a certified instructor for that course.

Stakeholders: Individuals who participate in, are invested in, or are affected by the FMCSA training programs, policies, and procedures designed to support its mission.

Students: FMCSA or participating Commercial Motor Vehicle Enforcement (CMVE) State program employees registered for training in courses conducted by the NTC, participating State programs, or CVSA.

Training: The instruction of FMCSA commercial motor vehicle regulations and the enforcement of those regulations, along with the standards, policies, and procedures executed in performing these duties.

APPENDIX B.   Standard IDP Forms

This Appendix shows each of the four standard PDF forms used in the IDP.

NTC INSTRUCTOR DEVELOPMENT PROGRAM APPLICATION

*Please email this form with supporting documents to **NTC-State-Programs@dot.gov** or attach files and select Submit, below.**
You must be certified in at least one course before applying for additional certifications and only apply for one at a time.

APPLICANT

Name:

Phone: Email:

Mailing Address:

STATE POC/FEDERAL SUPERVISOR

Name:

Phone: Email:

Mailing Address:

SELECT THE COURSE YOU WISH TO TEACH:

- Cargo Tank Inspection
- Cargo Tank Facility Review
- General Hazardous Materials
- Commercial Enforcement and Consumer Protection
- Investigative Safety Analysis
- Skill Performance Evaluation

- New Entrant Safety Audit
- North American Standards—Part A
- North American Standards—Part B
- Other Bulk Packaging
- Passenger Carrier Vehicle Inspection
- Other:

SELECT ROLE: MINIMUM QUALIFICATIONS NEEDED: (*check if fulfilled and/or document attached*)

SELECT ROLE	MINIMUM QUALIFICATIONS NEEDED
PRESENTER	Professional experience relevant to the selected course content. **Please attach your resume.**
INSTRUCTOR	Successful completion of the selected course **Please attach your certificate.** Two (2) most current consecutive years of professional experience relevant to the selected course content (e.g., CVSA/FMCSA certification, completion of relevant inspections and/or investigations). **Please attach your resume and two most recent consecutive years of inspection reports.**
MASTER INSTRUCTOR	Currently an NTC-certified instructor. Completed a minimum of 600 instructional hours. Received a minimum rating of "Effective" on the most recent field evaluation

APPLICANT CONFIRMATION

I hereby declare that I meet all the minimum qualifications to serve in the requested instructor role for the requested course and agree to fulfill all the requirements in order to obtain and maintain my NTC certification.

Applicant's Signature

Applicant's Printed Name   Date (MM/DD/YYYY)

SUPERVISOR CONFIRMATION

I hereby recommend this applicant to serve in the requested capacity for the NTC. Furthermore, I certify that this applicant is a subject matter expert and meets all minimum qualifications to serve in this capacity. I also authorize the applicant to fulfill all certification maintenance requirements.

Supervisor's Signature

Supervisor's Printed Name   Date (MM/DD/YYYY)

* *To attach file(s): **BEFORE THE FORM IS SIGNED**, edit this PDF in Adobe Acrobat Pro, select **More** from the Edit PDF menu, then select **Attach File** and choose the files.*

U.S. Department of Transportation
Federal Motor Carrier Safety Administration

FMCSA
National
Training
Center

NTC Examination Request Form

Retests must be requested within 30 days of receiving an exam result and completed within 90 days. If a retest, include the date of the original exam. Please fill out all required fields and click the Submit button to send to the NTC.

STUDENT(S)/INSTRUCTOR(S)

NAME: EMAIL:

COURSE EXAM: EXAM TYPE: Student Retest   Challenge/ Recertification   Instructor Qualification

PROPOSED EXAM DATE: **If retesting**, ORIGINAL EXAM DATE:

NAME: EMAIL:

COURSE EXAM: EXAM TYPE: Student Retest   Challenge/ Recertification   Instructor Qualification

PROPOSED EXAM DATE: **If retesting**, ORIGINAL EXAM DATE:

NAME: EMAIL:

COURSE EXAM: EXAM TYPE: Student Retest   Challenge/ Recertification   Instructor Qualification

PROPOSED EXAM DATE: **If retesting**, ORIGINAL EXAM DATE:

NAME: EMAIL:

COURSE EXAM: EXAM TYPE: Student Retest   Challenge/ Recertification   Instructor Qualification

PROPOSED EXAM DATE: **If retesting,** ORIGINAL EXAM DATE:

NAME: EMAIL:

COURSE EXAM: EXAM TYPE: Student Retest   Challenge/ Recertification   Instructor Qualification

PROPOSED EXAM DATE: **If retesting**, ORIGINAL EXAM DATE:

REVIEW AND APPROVAL BY THE DIVISION ADMINISTRATOR OR SUPERVISOR

Name   Job Title   Phone Number

Email:

Signature

FIELD EVALUATION REQUEST FORM

Please complete and submit this form to NTC-Certification@dot.gov
Should you have any questions, please call (703) 235-0501

CERTIFICATION LEVEL *	
PRESENTER	INSTRUCTOR

REQUESTED NTC COURSE FOR EVALUATION	
Advanced Explosives	Investigative Safety Analysis
Advanced Hazardous Waste and Hazardous Substance	New Entrant Safety Audit
Advanced Roadside Hazardous Materials	New Entrant Safety Audit Workshop
Academy Course:	Norma Norte Americana – Parte B (NNA-B Mexico)
	North American Standards—Part A
Cargo Tank Facility Review	North American Standards—Part A (Alaska)
Cargo Tank Inspection	North American Standards—Part A (Hawaii)
Commercial Enforcement and Consumer Protection	North American Standards—Part B
Drug Interdiction Assistance Program	Other Bulk Packaging
Enforcement Procedures - Investigative	Passenger Carrier Vehicle Inspection
Enforcement Procedures - Roadside	Skill Performance Evaluation
General Hazardous Materials	Other:

CANDIDATE/INCUMBENT CONTACT INFORMATION	
Name:	
Email Address:	**Telephone:**
Mailing Address:	

REQUESTED EVALUATION ADMINISTRATION	
Requested Date: *	**Requested Location:**

REQUEST CONFIRMATION
As a candidate/incumbent, I am requesting that my performance be evaluated for certification or certification maintenance under the NTC Instructor Certification Program. By signing this request, I confirm that I have successfully completed all steps and requirements outlined in the NTC Instructor Certification Program Manual prior to requesting a field evaluation. Furthermore, I understand that granting my request is contingent upon evaluator availability and NTC approval. Additionally, I understand how I deliver/facilitate a course during my field evaluation may be captured via video and used by the NTC for evaluation and training purposes.
Candidate/Incumbent Signature
Candidate/Incumbent Printed Name   Date (MM/DD/YYYY)

* When requesting a specific evaluation date/location, this form must be received within 90 days of the scheduled course.

Revised: 01/31/2022

NTC Field Evaluation Form

Presenter/Instructor/Candidate Full Name:

Course Name:

Evaluator Full Name:

Course Start Date:

Course End Date:

Location (City, State):

DOMAIN	Broad area of skill or knowledge			
COMPETENCY	Specific, observable areas of performance that represent the knowledge, skills, and abilities measured within that domain.			
Behaviorally-Anchored Rating Scale	**1** **Ineffective**	**2** **Improvement Needed**	**3** **Effective**	**4** **Highly Effective**
BEHAVIORAL INDICATORS: Each competency has a set of indicators that articulate what the performance of this competency looks like at each specified level.	The lowest indicator gives examples of what **NOT** to do. Often, knowing what *not* to do informs what *to* do. These behaviors are unacceptable and DO NOT meet standards. This would be a D or F in school terms.	Descriptions at this level reflect indications that attempts are made, but there are clear deficiencies in understanding, execution, or effort, and improvement is needed. This translates to a high-D to low C.	This should be the expected professional standard of behavior or performance. It doesn't have to be perfect, but a solid, acceptable standard. In school terms, this can range from C to B+.	Examples at this level should truly showcase outstanding behaviors, the level to which we should all aspire. This is anything in the A range.

Competencies Evaluated (Total Possible Points)	Points Received
Preparation (8 pts.)	
Content Delivery (16 pts.)	
Student Engagement (12 pts.)	
Communication (12 pts.)	
Classroom Management (8 pts.)	
Coachability (8 pts.)	
Total:	
Field Evaluation Percentage:	

PREPARATION

1.1 Prepared classroom and technology in accordance with NTC Standards.

SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Arrived late. Equipment was unavailable and/or not operational. There were significant issues with operating the equipment. Technology and tools were not integrated or were improperly set up, leading to frequent disruptions. If there were student materials, they did not make them available.	Arrived on time but without enough time to check that technology and tools were available and operational before starting class or module. Equipment was not always used effectively, hindering the lesson flow—issues with sound or visual quality repeatedly disrupted instruction. If there were student materials, they were given, but distribution was late or haphazard.	Arrived with enough time to ensure all equipment was available and operational before the start of class or module. Technology and tools were used effectively, supporting the lesson without major issues. The instructor was able to fix any potential problems without a major disruption to the class. If there were student materials, they were set up before class start time.	Arrived with plenty of time to ensure all equipment was available and fully operational before the start of class or module. Technology and tools were integrated smoothly into lessons, and the instructor comfortably navigated any minor issues. If there were student materials, they were set up before start time in a neat and organized manner.	

Notes:

1.2 Prepared training materials for course administration.

SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
There were little to no signs of organization or preparation of Instructor materials.	Instructor materials showed minimal personalization and organization.	Instructor materials showed signs of personalization, organization, and preparation.	Instructor materials showed obvious signs of meaningful personalization, organization, and preparation.	

Notes:

CONTENT DELIVERY

2.1 Explained the context and importance of the course by relating it to job-specific examples.

SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Failed to discuss the importance of the course or its relevance to job-specific tasks and safety.	Offered a basic explanation of the course but lacked emphasis on its relevance or safety. Rarely connected the course content to job-specific tasks and safety. Showed little enthusiasm or lacked conviction in conveying the importance of the course.	Explained the course's relevance and significance by making consistent connections between the course content, job-specific tasks, and safety. Demonstrated conviction in conveying the course's importance to the FMCSA mission.	Delivered a clear and compelling explanation of the course's relevance and significance. Consistently articulated strong connections between the course content and real-world applications, demonstrating a deep understanding of the subject matter and NTC's commitment to safety.	

Notes:

2.2 Demonstrated subject matter expertise in delivering content.				SCORE
1 **Ineffective**	**2** **Improvement Needed**	**3** **Effective**	**4** **Highly Effective**	
Presented inaccurate or partially correct information. Gave misleading or contradictory information. Did not check materials when unsure of an answer.	Presented some technical aspects of the training program fluently but frequently needed to study the materials. Was willing to check materials when unsure of an answer.	Presented content with relative fluency and comfort. Confidently and accurately answered most participant questions about the topic and got back to students after researching obscure questions.	Demonstrated clear mastery over the content of the training session. Answered participant questions with confidence and accuracy.	

Notes:

2.3 Delivered content as outlined in the Instructor Guide.				SCORE
1 **Ineffective**	**2** **Improvement Needed**	**3** **Effective**	**4** **Highly Effective**	
Did not follow the prescribed course content in the Instructor Guide. Strayed significantly from the recommended instructional materials and activities. Failed to cover essential topics or meet learning objectives outlined in the Instructor Guide.	Partially followed the prescribed course content in the Instructor Guide. Deviated from recommended materials and activities without clear rationale. Inconsistently covered essential topics or struggled to meet the learning objectives outlined in the Instructor Guide.	Consistently followed the prescribed course content in the Instructor Guide. Followed the recommended instructional materials and activities with some flexibility to meet student needs. Covered essential topics and met the learning objectives outlined in the Instructor Guide.	Successfully integrated the prescribed course content in the Instructor Guide with personal experiences and helpful elaboration. Skillfully integrated instructional materials and activities into the course. Thoroughly covered essential topics and met all outlined learning objectives.	

Notes:

2.4 Utilized evidence-based teaching strategies to enhance adult learning.				SCORE
1 **Ineffective**	**2** **Improvement Needed**	**3** **Effective**	**4** **Highly Effective**	
Did not incorporate active learning or real-world application or concepts. Rarely, if ever, related topics to on-the-job experiences or made analogies to aid understanding. Rarely, if ever, provided opportunities for students to share their experiences.	Relied solely on lecture-based methods. Monopolized "airtime" for speaking, providing limited (or no) opportunities for participants to share their thoughts and experiences. Attempted to include interactive activities or group discussions. Used limited real-world examples or applications of concepts.	Provided interaction and supported active learning with activities and discussions. Integrated real-world examples and applications of concepts into the instruction. Made use of adult learning strategies (e.g., analogies, chunking, movement, calling on prior knowledge, visual aids, etc.) to illustrate key concepts, which may have lacked structure, meandered, ran long, or did not resonate with all learners. Sought student experiences and prior knowledge.	Consistently promoted student engagement through interactive activities, discussions, and problem-solving exercises. Utilized adult learning strategies (e.g., analogies, chunking, movement, calling on prior knowledge, visual aids, etc.) Integrated real-world scenarios, practical applications, well-thought-out, tightly crafted stories, analogies, and metaphors to enhance learning. Consistently called on students to share their personal experiences.	

Notes:

STUDENT ENGAGEMENT

3.1 Monitored students for understanding/engagement and adjusted accordingly.

SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Rarely checked for student engagement or understanding. Overlooked signs of disinterest or confusion (side conversations, lack of participation, blank expressions). Did not modify teaching strategies, materials, or pace, even when evident that students were not engaged or comprehending the material.	Occasionally observed student engagement and understanding. Acknowledged only the most obvious signs of disengagement or confusion, such as direct questions or when most of the class was off task. Made some attempts to adjust instruction when lack of engagement or understanding was clear, but changes were often delayed or ineffective.	Regularly checked for signs of student engagement and understanding through various methods, such as questioning techniques, discussions, and observation. Made timely and appropriate adjustments to instruction, activities, and interactions and was able to re-engage most students.	Consistently monitored verbal and non-verbal cues to gauge student engagement and understanding. Quickly identified and addressed any signs of disengagement or confusion, ensuring students remained involved and comprehended the material. Skillfully adapted instruction on-the-fly based on real-time feedback, maintaining high levels of engagement.	

Notes:

3.2 Encouraged student participation and provided specific feedback.

SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Rarely, if ever, asked for participation or provided feedback to students.	Inconsistently sought or acknowledged participant contributions.	Consistently encouraged student participation and acknowledged participant contributions.	Went above and beyond to activate student participation and give them positive feedback or extra help.	

Notes:

3.3 Built rapport with students.

SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Rarely, if ever, acknowledged or greeted students and failed to create a friendly or inclusive atmosphere. Did not address student concerns or needs.	Occasionally acknowledged or greeted students. Made efforts to create a welcoming and inclusive atmosphere. Addressed some student concerns but lacked consistency.	Regularly acknowledged and greeted students. Interacted with students in a supportive and friendly manner. Addressed student concerns and needs effectively.	Actively engaged and greeted students and demonstrated genuine interest in their well-being. Consistently fostered a friendly, inclusive, and supportive atmosphere. Went above and beyond to connect with students and address their concerns.	

Notes:

COMMUNICATION SKILLS

4.1 Used effective verbal communication.
SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Spoke in a disorganized or unclear manner. Frequently used overly technical language, colloquialisms, or jargon that was not tailored to the student audience. Demonstrated poor articulation, clarity, or insufficient volume. Spoke in a monotone with excessive and distracting vocal clutter (ums, ahs, etc.).	Communicated with some organization but lacked clarity. Used overly technical language, colloquialisms, or jargon outside the learners' comprehension. Utilized limited vocal variety and articulation. Needed reminders to increase their speaking volume or change pace. Spoke with distracting vocal clutter (ums, ahs, etc.).	Communicated clearly and with reasonable organization. Used language that was generally understandable to the student audience and explained any jargon regional slang. Demonstrated adequate vocal variety, articulation, pitch, tonality, pacing, and pauses. Used some vocal clutter, but it did not distract or detract from learning.	Communicated with clarity, organization, and precision. Used language that was easily understandable and engaging for the student audience. Demonstrated effective vocal variety, articulation, pitch, tonality, pacing, and pauses.	

Notes:

4.2 Demonstrated confident, engaging nonverbal communication.
SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Displayed closed or hunched-in body language and limited eye contact. Spent most of the instruction in the grotesque plane or disclosure plane. Demonstrated little facial expression or emotional engagement. Lacked awareness of nonverbal cues and their impact on student engagement.	Displayed inconsistent body language and occasionally appeared closed off or nervous. Occasionally spoke in the truth plane but spent much of the time in the grotesque or disclosure planes. Showed limited facial expression and emotional engagement.	Demonstrated open and approachable body language, appropriate eye contact, and open gestures. Showed varied facial expressions and emotional engagement, reflecting enthusiasm and empathy. Consistently spoke in the truth or passion planes.	Projected a strong presence and charisma through open and confident body language. Exhibited a wide range of facial expressions and emotional engagement, conveying empathy and enthusiasm. Effectively used nonverbal cues to enhance communication, build rapport, and create a positive learning environment.	

Notes:

4.3 Maintained professional standards in accordance with the NTC.
SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Demonstrated unprofessional behavior. Used derogatory, offensive, or off-color remarks. Failed to adhere to NTC codes of conduct, dress, or ethical guidelines. Displayed a lack of respect for students, colleagues, or NTC policies.	Demonstrated professional behavior with occasional lapses in punctuality or organization. Adhered to NTC codes of conduct and ethical guidelines but showed some disregard for professional boundaries, dress code, or NTC policies.	Consistently displayed professional behavior and complied with the instructor's dress code. Demonstrated respect, integrity, and professionalism in interactions with students and colleagues.	Modeled professionalism through exemplary behavior and leadership. Presented a well-put-together and professional appearance. Served as a role model for professional conduct, exceeding expectations in punctuality, organization, and ethical behavior.	

Notes:

CLASSROOM MANAGEMENT

5.1 Managed time effectively.

SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective
Frequently exceeded lesson or break time allowances. Rushed course content or took breaks at inappropriate intervals. Showed little awareness of time constraints and failed to adjust the pace of instruction as needed.	Maintained time for each component, activity, or lecture, ensuring the session stayed on time but limited discussion if it would force a component to run long OR allowed time for discussion, questions, and activities while needing to rush through or skip other sections altogether.	Demonstrated the ability to stick to the agenda, lesson plan, or curriculum while allowing learners opportunities to get involved. However, some activities could have run long, requiring the need to rush or skip later activities (without skipping actual content).	Skillfully balanced the task of delivering instruction according to the day's agenda and timeline with the need to spend more time in certain areas or the possibility to spend less time in other areas based on the needs of the learners.

Notes:

5.2 Maintained a welcoming and effective learning environment.

SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective
Lacked clear rules or expectations. Unable to maintain classroom control with class frequently engaged in off-topic discussions. Ignored conflicts or inappropriate comments and behavior. Failed to create an inclusive environment, resulting in low or inconsistent participation and engagement.	Set basic rules and expectations but did not consistently enforce them. Struggled to keep the class focused, with learners often disengaged or distracted. Addressed inappropriate behavior only when it became problematic. Participation and engagement were low or inconsistent.	Established clear rules and expectations and maintained order. If there were conflicts or inappropriate behavior, the instructor/candidate addressed them promptly and effectively. The classroom had a positive, collaborative feel where students actively participated and shared their personal experiences.	Fostered a stable, positive, and respectful learning environment by articulating expectations and rules and modeling that behavior throughout training. The instructor/candidate (I/C) maintained focus and engagement throughout sessions, with learners actively participating. The instructor/candidate used strategies to curb unwanted behaviors before they could become distracting to others.

Notes:

COACHABILITY

6.1 Demonstrated receptiveness to coaching/feedback.

SCORE

1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective
The I/C was hesitant to accept feedback or became defensive, closed off, or belligerent when coaching suggestions were offered.	The I/C accepted feedback but showed minimal engagement with the coaching process or was not open to change.	The I/C was open and receptive to feedback and showed engagement with the coaching process.	The I/C actively sought ways to improve, demonstrated a positive attitude toward coaching, and viewed the experience as an opportunity for growth.

Notes:

6.2 Applied coaching and feedback.				SCORE
1 **Ineffective**	**2** **Improvement Needed**	**3** **Effective**	**4** **Highly Effective**	
The I/C disregarded coaching or struggled to apply feedback to their teaching, with little to no change observed after coaching sessions.	The I/C made some attempts to modify teaching approaches based on feedback, but changes were minimal or inconsistent.	The I/C made obvious attempts to integrate feedback into teaching practices and experimented with new strategies, as suggested.	The I/C consistently incorporated feedback into their teaching, significantly improving personal performance and student understanding.	
Notes:				

Competencies Evaluated (Total Possible Points)	Points Received
Preparation (8 pts.)	
Content Delivery (16 pts.)	
Student Engagement (12 pts.)	
Communication (12 pts.)	
Classroom Management (8 pts.)	
Coachability (8 pts.)	
Total:	
Field Evaluation Percentage	

By signing below, I affirm that I have faithfully completed my duties as a Master Instructor in accordance with all NTC policies, procedures, and guidelines for the purposes of this evaluation.

.

By signing below, I acknowledge that I have received performance feedback, not that I agree or disagree with the feedback I received.

All required fields, including notes, scores, and signatures **must be completed** before you can submit this form. If you still cannot submit this form, please print, sign, and email it to NTC-Certification@dot.gov.