



INSTRUCTOR DUTIES

Instructor duties will range from a multitude of tasks prior to, during and after a training session has been completed. These general reminders are broken into topic areas.

ATMOSPHERE

- Environment includes the atmosphere created by the instructor. Be aware of temperature and setting of the training session.

EVALUATE PERFORMANCE

- Participants need timely and consistent feedback to learn. Evaluation confirms the transfer of learning and pinpoints areas for remediation. Note that evaluation can be either an oral, written, or performance test and can be executed throughout the course.

FACILITY

- Visit the facility prior to the class. Confirm that the classroom/training setting is suitable for the upcoming training, including power/electrical/technology needs.

POST-TRAINING ACTIONS

- Provide comments and feedback to responsible authorities. Commence the After-Action Report or any other documentation, as applicable. If certification applies, make sure appropriate documentation and notification has been completed.

PRESENT THE MATERIALS

- Discuss any applicable policies along with course expectations.
- Lead by example. Deliver planned and scheduled information according to the documentation of the course.
- Present content not as a lecturer, but as a facilitator. Participants learn best by doing, so enhance the learning process by facilitating structured learning events, group discussions, media-based learning events, or a combination of these methods.

PROVIDE PRACTICE (as applicable, especially in skill/performance-based training)

- Participants should be allowed to practice. Practice is essential to improving student's accuracy, speed, and smoothness. The transfer of learning takes place through repetition. Providing practice is an essential part of training.

PROFESSIONALISM

- Promote a professional image and standard, foster civil discourse, familiarize yourself with resources and uphold the standards for teaching and learning.

RESOLVE STUDENT ISSUES

- Properly addressed issues such as illness, family emergencies, etc. according to policy or requirements. Other issues may be accommodated, but only if there no adverse effect on training. Remediate all issues according to training policies. Document appropriate actions, as needed.

REVIEW THE MATERIALS

- Prior to training, replace outdated materials or superseded information. Verify participant books are the correct version and check them to make sure they are complete.



SAFETY AND COMFORT

- Provide for the health and welfare of the participants. During cognitive learning sessions, participants want to feel safe to focus on learning the objectives without distractions. While participating in skills/performance-based learning, comfort is often superseded by the need for realistic training. Mitigate risks, ensuring realistic training is important, but should never supersede the responsibility to provide a safe practice (performance) environment.

SUPPLIES AND EQUIPMENT

- Ensure the proper equipment is available. Review the instructor guide/lesson plans to ensure all supplies needed for each module/lesson are available in the classroom at the facility. Check to see all applicable materials are available.

TIME MANAGEMENT

- Remain on schedule. Time is a constraint that usually cannot be extended. Strive to deliver training effectively within time limits.
- Manage the training environment (structured learning events, group discussions, media-based learning events) including those that may affect the safety of the participants.