

**BY ORDER OF THE COMMANDER  
AIR EDUCATION AND TRAINING  
COMMAND**

**AIR EDUCATION AND TRAINING  
COMMAND INSTRUCTION 36-2644**

**17 MAY 2016**

**Personnel**



**MILITARY TRAINING INSTRUCTOR  
TRAINING, CERTIFICATION, AND  
PROFESSIONAL DEVELOPMENT  
PROGRAMS**

**COMPLIANCE WITH THIS PUBLICATION IS MANDATORY**

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This instruction implements and extends the guidance in AFPD 36-26, *Total Force Development*. It establishes procedures and responsibilities for the training, certification, and professional development of military training instructors (MTIs) in Air Education and Training Command (AETC). This instruction is directive in nature and failure to adhere to the standards set forth in this publication may form the basis for disqualification and removal of the Special Duty Identifier (SDI) 8B000, and/or other adverse actions. This instruction applies to the Total Force – Active Duty, Air Force Reserve, and Air National Guard (ANG) MTIs assigned to the 737 Training Group, JBSA Lackland TX, 433 Training Squadron, JBSA Lackland AFB TX, and USAF Officer Training School (OTS), Maxwell AFB AL. The approval authority to waive mandatory compliance items are identified with a Tier number ("T-0, T-1, T-2, and T-3") following the compliance statement. Waivers for non-compliance must be routed from the field through the appropriate functional chain of command to the Office of Primary Responsibility (OPR), HQ AETC/A3P, for coordination prior to approval. See Air Force Instruction (AFI) 33-360, *Publications and Forms Management*, for a description of the authorities associated with the Tier numbers. This AETCI may be supplemented at any level to establish organization-specific guidance. Supplements to this instruction must be routed from the field through the appropriate functional chain of command to the OPR, HQ AETC/A3P, for coordination prior to certification and approval. **Note:** See AFI 33-360 for instructions on supplementing AF publications. Submit recommended changes to this publication using an AF Form 847, *Recommendation for Change of Publication*, through the appropriate functional chain of

command to the OPR, HQ AETC/A3P. (T-1)ictect**Note:** See AFI 33-360 for instructions on recommending improvements to AF publications.

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## 1. PROGRAM OVERVIEW

### 1.1. Training, Certification, and Professional Development Program.

1.1.1. MTI training and development begins upon selection as a Special Duty Identifier (SDI) 8B000, MTI and continues throughout the MTI tour of duty, as they train and prepare our newly accessed Airmen for the Air Force Way of Life.

1.1.2. MTIs teach AF Basic Military Training or Officer Training School to satisfy established Air Force requirements; transform newly assessed Airmen into motivated disciplined warrior Airmen by building upon the foundational elements found in the Oath of Enlistment, Air Force Core Values, and the Airman's Creed to serve in the world's greatest Air Force.

### 1.2. Training, Certification, and Development Objectives.

1.2.1. MTIs will meet all standards required as per the Special Duty Catalog (SPECAT), perform tasks required by the Command Job Qualification Standard (CJQS) and demonstrate leadership competencies, as a professional NCO, while assigned to basic military training (BMT) or officer training school (OTS). **(T-1)**

1.2.2. Ensure MTIs understand and are able to convey to our newest Airmen that our nation requires all Airmen to adhere to higher standards than those expected of them in civilian life. See AFI 1-1, *Air Force Standards*. **(T-1)**

1.2.2.1. MTIs must adhere to military standards. **(T-1)**

1.2.2.2. MTIs have the duty to report violations, alleged violations, or attempted violations of AFI 36-2909, *Professional and Unprofessional Relationships* and AETCI 36-2909, *Recruiting, Education, and Training Standards of Conduct*, unless otherwise exempted by operation of law, regulation, or policy. **(T-1)**

1.2.2.3. MTIs should know the foundation, history, and strength of our profession of arms as reflected in the Air Force Core Values and the Airman's Creed.

1.2.2.3.1. MTIs should recognize that our customs, courtesies, and traditions play a time-honored role in the military profession and serve as an integral part in their development as professionals and future leaders.

1.2.2.3.2. MTIs will demonstrate that service as an Airman in the United States Air Force is both an honor and a privilege. See AFD 1-1, *Air Force Culture*. **(T-1)**

1.3. **Guidance Discipline.** It is the responsibility of all AETC personnel (Officer, Enlisted, and Civilian) to comply with all levels of policy, directives, instructions, and other written guidance to ensure our mission, train the force, is completed in a safe, effective, and efficient manner. Commanders are responsible for enforcing and establishing a climate that promotes policy discipline. **(T-1)**

1.3.1. **Publications.** Official Air Force publications are the only approved vehicles for issuing official policy and/or guidance. Commanders should supplement this AETCI to tailor procedures for the unique aspects of their unit's mission where more detailed

guidance or specific procedures will enhance training operations. Units shall adhere to AFI 33-360, when developing and publishing directives, instructions, supplements, and operating instructions. (T-1)

1.3.2. **Compliance Terminology.** For the purposes of this instruction, the following definitions apply: (T-1)

1.3.2.1. The words “**shall**”, “**must**”, and “**will**” indicate mandatory requirements. The word “**will**” is also used to express a declaration of purpose for a future event.

1.3.2.2. The word “**should**” indicates the preferred method of accomplishment.

1.3.2.3. The word “**may**” indicates an acceptable or suggested means of accomplishment.

1.3.3. **Waivers.**

1.3.3.1. **Purpose.** Approved waivers provide temporary relief and allow for non-compliance with existing guidance. An individual is not permitted to accept the risk for non-compliance or be less restrictive with mandatory requirements without receiving written approval from the tiered approval authority. **Exception:** when local conditions are deemed unsafe, there is a clear and present a danger, to personnel or damage to equipment a commander may, in writing, temporarily exempt an activity directed by this instruction. **Note:** If the condition is expected to continue for more than 72 hours, then a waiver is required.

1.3.3.1.1. Acceptance of risk is not automatically transferred from one commander to another; therefore, approved waivers expire 30 days after the change of command of the approving commander and a new waiver request is required.

1.3.3.1.2. Waivers become void when canceled in writing by the waiver authority, the publication is revised, or the requested waiver period expires.

1.3.3.2. **Waiver authority.**

1.3.3.2.1. On behalf of the AETC/CC, the Director HQ AETC/A2/3/10 or their deputy is the approval authority for “T-1” and “T-2” compliance items mandated by this instruction.

1.3.3.2.2. Wing/CC or an independent Group/CC is the approval authority for “T-3” compliance items. (T-1)**ictectNote:** The Wing/CC may delegate no lower than a Group/CC. (T-1)

1.3.3.2.3. Commanders at any level may temporarily exempt, in writing, training activities and requirements when conditions are unsafe, such as temporary hazards associated with extreme weather conditions or warnings.

1.3.3.3. **Requests for waiver.** Commanders should request special consideration be given to waive mandatory requirements to published guidance when (1) the cost of compliance creates an unacceptable risk to a higher priority task, when (2) the cost of compliance outweighs the benefits, or when (3) there is a lack of resources. Waiver requests communicate the risk management decision for non-compliance to the

approval authority for consideration. **Note:** Commanders will not implement risk mitigation measures until the waiver is approved. **(T-1)**

1.3.3.3.1. Waiver requests must come from the commander (or civilian equivalent) of the unit seeking relief.

1.3.3.3.2. Waiver requests must be routed through the functional chain of command (Squadron, Group, Wing and Center, or NAF commander) to the approval authority for final disposition. **(T-1)**

1.3.3.3.2.1. By concurring with the request, each higher echelon commander (or civilian equivalent) acknowledges and concurs with the requesting commander's inability to comply with published guidance.

1.3.3.3.2.2. The approval authority may approve or disapprove a request in its entirety or modify the risk mitigation measures.

1.3.3.3.2.3. If a waiver request is disapproved, the waiver authority has determined requesting commander must comply with published guidance as written.

1.3.3.3.3. Submit waiver requests using the AF Form 679, *Air Force Publication Compliance Item Waiver Request/Approval* or indorsement memorandum format and include:

1.3.3.3.3.1. **Reference.** Identify the specific policy reference(s), publication number, paragraph number, and specific "text", to be waived. **(T-1)**

1.3.3.3.3.2. **Rationale.** Explain which of the 3 reasons listed below apply in terms of training, funds, equipment, facilities, guidance, or personnel and describe in detail why this is an issue. **(T-1)** See AFI 33-360, paragraph 1.9.1 for further guidance.

1.3.3.3.3.2.1. The cost of compliance creates an unacceptable risk to a higher priority task; **OR**

1.3.3.3.3.2.2. The expected cost of compliance outweighs the benefit; **OR**

1.3.3.3.3.2.3. Personnel cannot comply with the requirement due to a lack of resources;

1.3.3.3.3.3. **Duration.** Time period or circumstance for which the waiver will be required. **(T-1)**

1.3.3.3.3.4. **Risk mitigation.** Identify the measures the requesting commander will implement during the waiver period. **(T-1)**

1.3.3.3.3.5. **Impact.** Describe negative impact if waiver is disapproved. **(T-1)**

1.3.4. **Management Internal Control Toolset (MICT).** Commanders requesting waivers to this instruction will upload all requests for waiver and its final disposition into MICT for inspection activity review. **(T-1)**

1.3.5. **Process Improvement.** All personnel should use Air Force Smart Operations for the 21st Century (AFSO21) tools and/or techniques for process improvement efforts to

develop countermeasures and coordinate corrective actions to close performance gaps discovered through self-assessments, inspections, quality controls, measures, and metrics. Use the results of these events when requesting changes and waivers to this publication.

## 2. DUTIES AND RESPONSIBILITIES.

### 2.1. HQ AETC/A3P will:

2.1.1. Establish AETC policy for the management of MTI training, certification, and professional development. **(T-1)**

2.1.2. Review and coordinate on subordinate unit supplements and recommended changes to this AETCI. **(T-1)**

2.1.3. Evaluate and approve or disapprove waivers to this AETCI. **(T-1)**

### 2.2. Career Field Manager (CFM) for SDI 8B000, MTI will:

2.2.1. Develop, implement, and manage the Military Training Instructor training, certification, and professional development programs. **(T-1)**

2.2.1.1. Conduct Specialty Training Requirements Team (STRT) meetings and a Utilization and Training Workshops (U&TW), in partnership with the AETC Training Pipeline Manager (TPM), to develop and review life-cycle SDI 8B000 performance and training requirements. **(T-1)**

2.2.1.2. Develop a Command Job Qualification Standard (CJQS) for life-cycle MTI training at appropriate points throughout a career path. **(T-1)**

2.2.2. Establish MTI quality controls, measures, and metrics. **(T-1)**

2.2.3. Review and assess self-assessment checklists, inspection results, quality controls, measures, and metrics for military training instructor functional areas. **(T-1)**

### 2.3. BMT Commander and OTS Commandant will:

2.3.1. Set the example through a steadfast commitment to Air Force standards IAW AFI 1-2, *Commander's Responsibilities*, and implement the policies and programs established by this instruction. **(T-1)**

2.3.1.1. Supplement this instruction to establish organization-specific guidance and to streamline MTI training, certification, and development processes within existing resources. **Note:** HQ AETC/A3P must review any supplemental guidance to this instruction and must approve any modifications to the Master Instructor (MI) and Master Military Training Instructor (MMTI) program requirements, prior to implementation. **(T-2)**

2.3.1.2. Preserve the fidelity and quality of military training to our newest Airmen, while implementing MTI training, certification, and professional development programs. **(T-1)**

2.3.1.3. Ensure MTI training, certification, and development activities reinforce Air Force core values, customs, and courtesies to prepare MTIs for future leadership roles. **(T-1)**

2.3.2. Ensure both officers and enlisted members comply with their roles and responsibilities, to include but not limited to Air Force and AETC instructions on fraternization and unprofessional relationships IAW AFI 36-2909 and AETCI 36-2909. **(T-1)**

2.3.3. Ensure trained and qualified MTIs conduct BMT, OTS, and all associated duties. **(T-1)** **Exception:** MTIs in teaching qualification (TQ) or MTIs that have been task de-certified will be under the direct supervision of a qualified MTI, MTI trainer, or MTI supervisor when interacting with BMT or OTS Airmen. **(T-1)**

2.3.3.1. Ensure MTIs are not assigned roles and responsibilities that detract from their primary mission as an MTI, as listed in the Air Force Enlisted Classification Directory (AFECD) or the 8B000 CJQS. **(T-2)** **Note:** MTIs may be assigned additional duties that support commander's programs (e.g. OPSEC, Unit Fitness Program Manager, Unit Security Manager, Unit Training, Voting Assistance, Safety, and etc.).

2.3.3.2. Designate in writing, individuals authorized to perform MTI TQ training. **(T-2)**

2.3.3.3. Designate in writing, individuals authorized to perform evaluations who are not in MTI trainer or MTI supervisor positions. **(T-2)**

2.3.3.4. Designate in writing, a Master Instructor (MI) Program Manager. **(T-2)**

2.3.3.4.1. Should establish a Master Instructor evaluation schedule.

2.3.3.4.2. Maintain all MI nomination packages.

2.3.3.5. Designate in writing, a Master Military Training Instructor (MMTI) Program Manager. **(T-2)**

2.3.3.5.1. Should establish a MMTI comprehensive written proficiency test schedule. **(T-2)**

2.3.3.5.2. Maintain all MMTI nomination packages.

2.3.3.6. Ensure MTIs meet all SDI 8B000 entry and retention requirements IAW AFECD and approve or disapprove MTI Trainer, MI, and MMTI nomination packages. **(T-2)**

2.3.3.7. Ensure MTIs who fail to make positive progress toward meeting MTI training, certification, or professional development requirements or can no longer perform duties as an MTI are disqualified and SDI 8B000 is withdrawn. **(T-1)**

2.3.4. Ensure MTI training, certification, and professional development programs support a healthy lifestyle through optimal fitness, behavioral health, balanced work schedule (hours), and nutrition programs/services IAW AFI 36-2905, *Fitness Program*, AFI 40-102, *Tobacco Free Living*, and AFI 44-121, *Alcohol and Drug Abuse Prevention and Treatment (ADAPT) Program*. **(T-1)**

2.3.5. Ensure MTI manning authorizations are equitable across the unit. **(T-2)**

2.3.6. Ensure a Commander's expectation briefing is developed and conducted for all newly assigned MTIs. **(T-2)**

#### 2.4. Squadron Commanders will:

2.4.1. Set the example through a steadfast commitment to Air Force standards IAW AFI 1-2, *Commander's Responsibilities*, and execute the policies and programs established by this instruction. **(T-1)**

2.4.2. Address and correct noncompliance with AF and AETC instructions immediately and consistently. **(T-1)**

2.4.3. Place individuals in 8B000 positions only when they meet the criteria in [paragraph 3.5](#) and perform MTI duties as their primary function. **(T-1)**

2.4.3.1. Will only assign MTIs to 8B000 positions. **(T-3)**

2.4.3.2. Ensure MTIs possess both the institutional and occupational competencies required to meet operational needs and requirements, as specified in published guidance to include but not limited to AFECDC, CJQS, and training standards, plans, and objectives. **(T-1)**

2.4.3.2.1. Disqualify or withdraw SDI 8B000 from individuals who fail to make positive progress toward meeting and maintaining MTI training, certification, or professional development requirements or can no longer perform duties as an MTI. **(T-1)** **Note:** Designated personnel will initiate AF IMT 2096, *Classification/On-the-Job-Training Action*, for award or removal SDI. See AFI 36-2101, *Classifying Military Personnel (Officer and Enlisted)*.

2.4.3.2.2. Take immediate administrative actions to remove individuals from MTI duty, for failure to maintain qualifications indicated on the AFECDC or SPECAT for SDI 8B000. **(T-1)**

2.4.3.3. Ensure MTIs have completed a minimum of 12 months as a line instructor prior to assigning an MTI to any developmental or special position. **(T-3)**

2.4.3.4. Nominate qualified MTIs for MTI Trainer, Master Instructor, and Master Military Training Instructor status. **Note:** Ensure nominees meet SDI 8B000 entry and retention requirements IAW AFECDC, prior to submission.

2.4.4. Ensure there is a MTI supervisor or higher on-duty at all times. **(T-2)**

2.4.4.1. Ensure MTI supervisors meet the position requirements in [paragraph 6.1.2](#) and employ a leadership style that embodies mutual respect, support, and a genuine concern for all Airmen. **(T-2)**

2.4.4.2. Ensure MTI supervisors use appropriate remediation and progressive discipline that are consistent with an MTI's attitude, behavior, and performance. **(T-2)**

#### 2.5. Military Training Instructors (MTIs).

2.5.1. SDI 8B000 identifies positions on the unit manpower documents, as well as personnel serving in, qualified to serve in, receiving formal MTI training to serve in, or qualifying to serve in formal MTI positions. **(T-1)**

- 2.5.1.1. Are responsible for the safety, health, morale, welfare and accountability of all assigned Airmen and instruct military training subjects in both indoor and outdoor environments. **(T-1)**
- 2.5.1.2. Plan, organize, and direct military training activities for non-prior service Airmen in BMT and officer accessions in OTS. **(T-1)**
- 2.5.1.2.1. Instruct dormitory, drill, and lectures on military training subjects using demonstration-performance, guided discussion and lecture/discussion methods using approved curriculum. **(T-1)**
- 2.5.1.2.2. May employ audiovisual equipment to support training objectives.
- 2.5.1.2.3. Identify and counsel Airmen who require remediation. **(T-1)**  
**Note:** Remediation must correlate to the Airman's deficiency and meet the training objectives as defined in the training lessons. **(T-1)**
- 2.5.1.2.4. In situations where remediation has had no effect and the Airman cannot meet the training objective or AF standard, the MTI will counsel and recommend disposition of Airman for retention in the Air Force. **(T-1)**
- 2.5.1.2.5. Prepare and maintain files, reports, and accountability records pertinent to BMT or OTS. **(T-1)**
- 2.5.1.2.6. Perform other roles in BMT or OTS (e.g. War Skills and Military Studies (WSMS) and Basic Expeditionary Airmen Skills Training (BEAST) instructor cadre, physical training and supply NCO, military drill and ceremonies NCO, reception center, Standardization and Evaluations, Airman's Week, etc.) as identified in the 8B000 CJQS. **(T-1)**
- 2.5.1.2.6.1. These roles are considered MTI developmental or special positions and are by commander appointment only. **(T-2)**  
**Note:** Developmental and special position requirements are identified in **paragraph 6**.
- 2.5.1.2.6.2. MTIs will complete a minimum of 12 months from TQ completion, as a line instructor prior to assuming any developmental or special position. **(T-3)**
- 2.5.2. MTIs must maintain SDI 8B000 entry and retention requirements IAW AFECD **(T-1)**; adhere to all levels of AF policy and standards **(T-1)**; failure to maintain satisfactory subject matter proficiency verification/testing (SMPVT) and/or instructor evaluations, or failure to comply with AFECD requirements, AF policy or standards may result in temporary or permanent removal of SDI 8B000, MTI duties, campaign hat, MMTI (blue rope) status, and AETC instructor badge or master instructor badge, as applicable. **(T-1)**
- 2.5.3. Regardless of rank or duty position, all MTIs will maintain an AF Form 623, *Individual Training Record Folder*, with the 8B000 CJQS and other required document or electronic equivalent, for the duration of their assignment. **(T-3)**

### 3. MTI TRAINING PROGRAMS

#### 3.1. MTI School (MTIS).

3.1.1. MTI Course: Provides newly assigned MTIs with the principles, techniques, and methods of instruction; use of visual aids; learning processes; curriculum development; training evaluation; and counseling methods and techniques. **Note:** MTIS is a CCAF-approved instructor methodology course.

3.1.2. MTI Refresher Training: Individualized training program that provides returning MTIs with targeted training on the principles, techniques, and methods of instruction; use of visual aids; learning processes; curriculum development; training evaluation; or counseling methods and techniques, as required.

3.1.3. MTI Trainer Course: Provides MTIs with the basic knowledge and skills needed to perform duties as a Military Training Instructor Trainer. The scope of training for the MTI Trainer includes individual training needs, conducting training, evaluation procedures, and evaluating personnel. Prior to attendance the MTI must have:

3.1.3.1. Nine (9) months of line experience from TQ completion in current assignment. **(T-3)**

3.1.3.2. A training, performance, and conduct review to ensure nominees meet SDI 8B000 entry and retention requirements IAW AFECD. **(T-2)**

3.1.4. MTI Supervisor Course: Provides MTIs with the knowledge and skills necessary to perform duty as a Military Training Instructor Supervisor. Scope of training includes qualities of military training instructor supervisor, trainee development, PT excellence, section administration, training policy, production principles and metrics, and instructor evaluation. Prior to attendance the MTI must have:

3.1.4.1. Nine (9) months of line experience from TQ completion in current assignment. **(T-3)**

3.1.4.2. A training, performance, and conduct review to ensure nominees meet SDI 8B000 entry and retention requirements IAW AFECD. **(T-2)**

### 3.2. Teaching Qualification (TQ) Program.

3.2.1. MTIs are entered into TQ, upon graduation of the MTI course, to gain experience through on-the-job training.

3.2.1.1. TQ standardizes the on-the-job training (OJT) experience under the direct observation and supervision of a qualified MTI trainer and MTI supervisor.

3.2.1.2. TQ uses a multi-dimensional (observe, assist, practice, and evaluate) approach to qualification training that ensures MTIs can perform the roles and responsibilities as a line instructor (team member) unassisted.

3.2.1.3. TQ ensures all MTIs have sufficiently mastered the teaching methods and techniques, are certified on all CJQS core tasks and have passed all SMPVT prior to providing instruction unassisted.

3.2.2. At a minimum, MTIs in TQ:

3.2.2.1. Will review instructional materials (e.g. lesson plans, reference/study materials, measurement devices, etc.). **(T-2)**

- 3.2.2.2. Should observe qualified MTIs teach lessons. **Note:** Viewing a video recorded lesson satisfies this requirement.
  - 3.2.2.3. May personalize lesson plans. **Note:** Prior to use, personalized lesson plans must be approved by an MTI supervisor to ensure any added information is accurate and applicable to the lessons. **(T-2)**
  - 3.2.2.4. Must satisfactorily accomplish all applicable SMPVT. **(T-2)**
  - 3.2.2.5. Must complete associated CJQS tasks and use of motivational training tools. **(T-2)**
  - 3.2.2.6. Must receive a satisfactory or higher rating on teaching qualification evaluations. **(T-2)**
- 3.2.3. MTIs should complete TQ in 90 days.

### 3.3. Internships.

3.3.1. CCAF Teaching Internship. The CCAF Teaching Internship only applies those instructors assigned to teach a CCAF credit-awarding course (e.g. MTI, MTIS). The CCAF Teaching Internship is part of the faculty requirements of the CCAF Instructor Qualification Program. **Note:** The CCAF Teaching Internship is performed, documented, and reported to CCAF IAW the CCAF Campus Affiliations Policies, Procedures and Guidelines (PPG).

3.3.2. CCAF Special Duty Internship Credit. CCAF awards Special Duty Internship credit to MTIs holding the 8B100 Special Duty Identifier code. The Special Duty Internship credit is applied to all MTIs eligible for enrollment in the applicable CCAF degree program (e.g. Education and Training Management for BMT instructors or Instructor of Technology and Military Science for MTI/MTIS instructors). Refer to the CCAF General Catalog for specific degree program requirements.

### 3.4. MTI Evaluation Program.

- 3.4.1. The evaluation cycle begins once an MTI completes the TQ program.
- 3.4.2. Evaluation provides a mechanism for constructive feedback to an MTI to improve their training delivery. **Note:** Along with SMPVT, evaluations provide an objective assessment of an MTI's performance and mastery of the teaching methods and techniques which are required for an MTI to continue instructing without assistance.
- 3.4.3. Types of Teaching Evaluations.
  - 3.4.3.1. Qualification. Conducted during the teaching qualification process or when recertifying an MTI. **Note:**
  - 3.4.3.2. Scheduled. Conducted according to the prescribed schedule in **paragraph 4.4.4**
  - 3.4.3.3. Follow-up. Conducted when an MTI receives a needs improvement (NI) rating on any one or more items during a scheduled or no-notice evaluation.
    - 3.4.3.3.1. All items marked *needs improvement* must be reevaluated and corrected within 30 calendar days. **(T-2)****Exception:** No later than (NLT) the

end of the next scheduled Unit Training Assembly for traditional ARC MTIs. (T-2)

3.4.3.3.1.1. To maintain the integrity of the evaluation program, the evaluator that gave the NI rating(s) will conduct the follow-up evaluation. (T-3)

3.4.3.3.1.2. The evaluator will use the original or a copy of the original AETC Form 281 to conduct the follow-up evaluation. (T-2)

3.4.3.3.2. This evaluation will focus on the NI item(s); however, the entire lesson may be subject to evaluation.

3.4.3.4. *No-notice.* Conducted outside the schedule prescribed in [paragraph 4.4.4](#). All MTIs are subject to no-notice evaluations by higher headquarters inspectors, commanders, instructor supervisors, or other personnel designated to perform evaluations. No-notice evaluations do not count for scheduled requirements. **Note:** Topic areas should be rotated with each no-notice evaluation.

3.4.3.5. *Evaluator Effectiveness.* Conducted to determine qualifications to perform MTI evaluations and is mandatory for all MTI Trainers, Supervisors, and individuals performing Stan/Eval duty. This evaluation is conducted personnel designated, in writing, by the BMT commander or OTS commandant. **Note:** Evaluator Effectiveness evaluations will not count for scheduled requirements.

3.4.3.6. *Master Instructor.* Conducted to assess mastery of the teaching methods and techniques prior to the award of master instructor. This evaluation is conducted by personnel designated, in writing, by the BMT commander or OTS commandant. (T-2) Master instructor evaluations may count for scheduled requirements. (T-2) **Note:** Evaluator should be from outside the MTIs training squadron or work center.

#### 3.4.4. Evaluation Schedule.

3.4.4.1. At a minimum, all MTIs must be evaluated three times within 365 days from the TQ completion date and annually thereafter. (T-2)

3.4.4.1.1. The first two evaluations should be completed no later than the 90 day point from the TQ completion date.

3.4.4.1.2. The third evaluation must be completed no later than the 365 day point from the TQ completion. (T-2) **Note:** A MI evaluation may be scheduled to meet this requirement.

3.4.4.1.3. An annual evaluation must be completed no later than 365 days from the last scheduled evaluation.

3.4.4.2. If an MTI does not complete the third or annual scheduled evaluation by the due date, then decertify the MTI until evaluation is complete. (T-2) See [paragraph 4.6](#) for decertification and remedial training guidance.

#### 3.4.5. Conducting Evaluations.

3.4.5.1. MTI trainers will conduct qualification evaluations as a part of teaching qualification program. (T-1) **Note:** These evaluations do not count as scheduled evaluations and will not be used for MI or MMTI consideration.

3.4.5.2. MTI supervisors will perform scheduled, follow-up, no-notice, and qualification evaluations. **(T-1)** **Note:** In the event the MTI's supervisor is unavailable, an MTI supervisor from another section or other designated personnel may conduct a scheduled evaluation. **Note:** These evaluations count for MI or MMTI consideration.

3.4.5.3. Other individuals designated as evaluators will conduct Master Instructor and no-notice evaluations and any follow-up evaluation required due to the evaluator rating any area as needs improvement. **(T-1)** **Note:** These evaluations will count for MI or MMTI consideration.

3.4.5.4. **Attachment 2**, *Instructor Evaluation Guide*, provides a guide to conducting instructor evaluations and rating an instructor's performance. **Note:** Document the evaluation of motivational training tools in Section E of the AETC Form 281, *Instructor Evaluation Checklist*.

3.4.5.5. **Attachment 3**, **Attachment 5**, and **Attachment 7** *Conducting BMT Lecture/Dormitory/Drill Format Instruction*, are intended to standardize the delivery of lecture, dormitory and drill format instruction. These guidelines are written for and speak to the MTI. **Note:** MTIs should read and follow these guidelines to standardize presentations. **Note:** The OTS commandant should modify these attachments to better suit OTS training procedures.

3.4.5.6. **Attachment 4**, **Attachment 6**, and **Attachment 8**, *Evaluating BMT Lecture/Dormitory/Drill Format Instruction*, are intended to standardize the evaluation of lecture, dormitory and drill format instruction. These guidelines are written for and speak to the trainer, instructor supervisor, and evaluator. **Note:** Trainers, instructor supervisor, and evaluators should read and follow these guidelines to standardize evaluations. **Note:** The OTS commandant should modify these attachments to better suit OTS training procedures.

#### 3.4.6. Documentation.

3.4.6.1. Use the AETC Form 281, *Instructor Evaluation Checklist*, to document all MTI evaluations. **(T-2)**

3.4.6.2. Maintain all AETC Form 281 in the individual's training record. **(T-2)**

### 3.5. **Subject Matter Proficiency Verification Testing (SMPVT).**

3.5.1. SMPVT is satisfied by an MTI successfully completing all formal student measurement devices (written and performance) pertaining to the CJQS BMT or OTS core tasks and any other task areas (e.g. WSMS, BEAST, Capstone, and etc.) they are qualified to instruct, at least once every 365 calendar days from the TQ completion date.

3.5.1.1. MTIs assigned to any MTI developmental or special position must remain proficient in the CJQS core tasks and complete annual SMPVT and teaching evaluation.

3.5.1.2. Performance measurements devices are pass/fail and written measurements devices require a score of 90% or higher.

3.5.2. Documentation:

3.5.2.1. Use the AETC Form 10, *Instructor Training/Proficiency Record*, to document all SMPVT. **(T-2)**

3.5.2.2. Maintain the AETC Form 10 in the individual's training record. **(T-2)**

### 3.6. MTI Decertification and Remedial Training Program.

3.6.1. Once an MTI completes teaching qualification, MTI supervisors will temporarily decertify and enter into remedial training any MTI that fails to complete or receives a less than satisfactory rating on any teaching evaluation or SMPVT. **(T-1)** **Note:** MTI supervisors should decertify an MTI on all AF IMT 797, *JQS Continuation/Command JQS* items related to the lesson evaluated or SMPVT failed.

3.6.2. MTIs have 30 days from an unsatisfactory evaluation or SMPVT to complete remedial training and be re-evaluated/re-certified on each task. **(T-3)** **Exception:** NLT the end of the next scheduled Unit Training Assembly for traditional ARC MTIs.

3.6.3. If the MTI fails to satisfactorily complete remedial training, fails the follow-up evaluation, or SMPVT, the squadron commander will provide recommendation for further remedial training or permanent removal from MTI duty to BMT Commander or OTS Commandant for approval. **(T-2)**

### 3.7. MTI Training Requirements.

#### 3.7.1. MTI.

3.7.1.1. First Tour BMT MTI. (Assignee who has not previously held SDI 8B000) will:

3.7.1.1.1. Attend the MTI course. **Note:** MTIs will wear the campaign hat upon successful completion. **(T-1)**

3.7.1.1.2. Complete BMT TQ. **(T-1)** **Note:** Commander should initiate Special Duty Assignment Pay (SDAP) upon successful TQ completion.

3.7.1.1.3. Complete a minimum of 12 months from TQ qualification date as a line instructor prior to assuming any developmental or special position duties. **(T-3)**

3.7.1.2. Returning BMT MTIs. (Assignee who has previously held SDI 8B000 or is returning from deployment/temporary duty (TDY) after a one-year absence) will:

3.7.1.2.1. Attend MTI course or individualized MTI refresher training program based upon the training needs assessment. **(T-1)**

3.7.1.2.2. Complete BMT TQ training. **(T-1)** **Note:** Commander should initiate SDAP upon successful completion.

3.7.1.2.3. Complete a minimum of 12 months from TQ qualification date as a line instructor prior to assuming any developmental or special position duties. **(T-3)**

#### 3.7.1.3. OTS MTIs.

3.7.1.3.1. Attend MTI course or individualized MTI refresher training program based upon the training needs assessment. **(T-1)**

3.7.1.3.2. Complete OTS TQ training. **(T-1)** **Note:** Commander should initiate SDAP upon successful completion.

3.7.1.4. ARC MTIs will comply with [paragraph 4.7.1.1](#), [paragraph 4.7.1.2](#), or [paragraph 4.7.1.3](#) and their respective subparagraphs, whichever is applicable. **(T-1)**

### 3.7.2. MTI Trainers.

3.7.2.1. Meet all MTI training requirements. **(T-1)**

3.7.2.2. Complete the Air Force Training Course. **(T-1)**

3.7.2.3. Complete the MTI trainer course. **(T-1)**

### 3.7.3. MTI Supervisors.

3.7.3.1. Meet all MTI training requirements. **(T-1)**

3.7.3.2. Complete the Air Force Training Course. **(T-1)**

3.7.3.3. Complete the MTI Supervisor course. **(T-1)**

**TABLE 1. MTI Training Requirements**

	MTI	MTI Trainer	MTI Supervisor
MTI Course or Refresher	X	X	X
MTI Teaching Qualification	X	X	X
AF Trainer's Course		X	X
MTI Trainer Course		X	
MTI Supervisor Course			X

## 4. MTI TEACHING QUALIFICATION (TQ) PROCESS AND PROCEDURES

### 4.1. TQ Processes.

4.1.1. Upon completion of the MTI Course, MTIs will receive an initial briefing by the gaining squadron commander and the superintendent. **(T-2)**

4.1.2. MTI supervisors will establish training schedules that provide down time for student MTIs to rest and prepare for training events. **(T-2)**

4.1.2.1. MTIs in TQ will lead flights under the direct observation and supervision of an MTI Trainer. **(T-2)** **Note:** MTI in TQ will perform line instructor (Team member) role during the qualification period.

4.1.2.1.1. MTIs in TQ should be assigned to as many flights as necessary to complete the qualification process. The needs of the MTI in TQ will be the primary concern when assigning flights. **(T-2)**

4.1.2.1.2. MTIs in TQ should have an opportunity to perform team member duties in as many different situations (e.g. opposite gender flights, Airman

Training Complex (ATC) vs. recruit housing and training (RH&T), early week of training (WOT) flights, and OTS training scenarios) as possible during their TQ. **Note:** It is not a requirement or expectations that a MTI in TQ progresses straight through zero WOT to the 7th WOT in order to complete the training qualification process. **(T-2)**

4.1.2.2. MTIs in TQ will focus on CJQS task certification versus other concerns such as flight performance or the flights WOT. **(T-2)** The training should progress from simple tasks to more complex. Therefore, final qualification (teaching evaluations and SMPVT) should occur in the later weeks of training, not in the beginning.

## 4.2. Training Records.

4.2.1. All MTIs with SDI 8B000 will maintain a training record (AF Form 623 with the 8B000 CJQS or electronic equivalent), for the duration of their assignment. The MTI supervisor will establish a training record and begin MTI training qualification upon completion of MTI Course. **(T-2)** The training record may include:

4.2.1.1. AF IMT 797, *JQS Continuation/Command JQS*.

4.2.1.2. AF IMT 623A, *On the Job Training Record-Continuation Sheet*.

4.2.1.3. AETC Form 10. **Note:** Instructions for completing the AETC Form 10 are in **Attachment 9**.

4.2.1.4. AETC Form 281.

4.2.2. The MTI Supervisor will conduct a records review every 30 days from the MTI Course graduation date through TQ completion to determine if MTI is meeting established timelines. **(T-2)** **Note:** Document the review in the individuals training record (AF IMT 623A, *On the Job Training Record-Continuation Sheet* or electronic equivalent.)

4.2.3. The BMT commander's and OTS commandant's designated representative will conduct guided discussions with MTIs in TQ every 30 days until TQ completion. **(T-2)** Discussions should include any deviations from established training policies, training shortfalls/successes, summary of work hours, and any situations obstructing a professional learning environment. **Note:** Document the interview and forward to leadership for review.

4.2.4. The squadron commander may approve an extension beyond the 90 day limit upon the written request of the MTI and recommendation of both the MTI Trainer and MTI Supervisor. If an MTI does not complete training within 90 days, conduct a weekly review until qualification is complete or MTI is permanently removed from MTI duties. **(T-2)** **Note:** Document the results of this review, to include, but not limited to positive comments, areas for improvement, mitigating factors, and corrective actions required by the MTI in the individuals training record (AF IMT 623A, *On the Job Training Record-Continuation Sheet* or electronic equivalent.)

## 5. MTI DEVELOPMENTAL AND SPECIAL POSITION REQUIREMENTS.

### 5.1. Developmental Positions.

#### 5.1.1. MTI Trainer.

5.1.1.1. Must be a qualified MTI with a minimum of 12 months as a MTI line instructor from TQ completion in current assignment. **(T-3)**

5.1.1.2. Served as line instructor (Team Chief) for a minimum of 2 flights in current assignment. **(T-3)**

5.1.1.3. Has an average combined on-time graduation rate, IAW AETCI 36-2642, *Technical and Basic Military Training Administration*, of 85% or greater for the past 12 months in current assignment. **(T-2)**

5.1.1.4. Passed all SMPVT. **(T-2)**

5.1.1.5. Rated satisfactory or above on all teaching evaluations within the last 12 months in current assignment. **(T-2)**

5.1.1.6. Rated satisfactory or above on the Evaluator Effectiveness evaluation. **(T-2)**

5.1.1.7. Meets all SDI 8B000 entry and retention requirements IAW AFECD. **(T-1)**

5.1.1.8. Current score of 80% or higher on their most recent Air Force Fitness Test. **(T-2)**

#### 5.1.2. **MTI Supervisor.**

5.1.2.1. Must be a qualified MTI with a minimum of 12 months of MTI line instructor experience from TQ completion in current assignment. **(T-3)**

5.1.2.2. Served as line instructor (Team Chief) for a minimum of 2 flights in current assignment. **(T-3)**

5.1.2.3. Has an average combined on-time graduation rate, IAW AETCI 36-2642, of 85% or greater for the past 12 months in current assignment. **(T-2)**

5.1.2.4. Passed all SMPVT. **(T-2)**

5.1.2.5. Rated satisfactory or above on all teaching evaluations within the last 12 months. **(T-2)**

5.1.2.6. Meets all SDI 8B000 entry and retention requirements IAW AFECD. **(T-1)**

#### 5.2. **Special Positions.**

5.2.1. BMT Training Squadron Positions: (e.g., Military Drill and Ceremonies (MDC), Physical Training Supply, and Unit Training Manager).

5.2.1.1. Must be a qualified MTI with a minimum of 12 months of line instructor experience from TQ completion in current assignment. **(T-3)**

5.2.1.2. Served as line instructor (Team Chief) for a minimum of 3 flights in current assignment. **(T-3)**

5.2.2. The 319 TRS and 737 TRSS Positions: (e.g. War Skills and Military Studies (WSMS), Basic Expeditionary Airman Skills Training (BEAST), Reception Center, Scheduling Office, and MTIS Instructors).

5.2.2.1. Must be a qualified MTI with a minimum of 12 months of MTI line instructor experience from TQ completion in current assignment. **(T-3)**

5.2.2.2. Served as line instructor (Team Chief) for a minimum of 3 flights in current assignment. **(T-3)**

5.2.3. The 737 TRG Positions: (e.g. Standardization and Evaluations (Stan/Eval) and Airman's Week)

5.2.3.1. Must be a qualified MTI with a minimum of 12 months of line instructor experience from TQ completion in current assignment. **(T-3)**

5.2.3.2. Served as line instructor (Team Chief) for a minimum of 3 flights in current assignment. **(T-3)**

5.2.3.3. Served as an MTI Trainer or Supervisor for a minimum of 12 months in current assignment. **(T-3)**

## 6. MTI RECOGNITION PROGRAMS.

### 6.1. Master Instructor (MI) Program.

6.1.1. The MI program applies to all individuals with special duty identifier 8B000 and assigned to an 8B000 position at the time of nomination. **(T-2)**

6.1.2. MTIs who completed the MMTI Program requirements per this instruction or awarded the MMTI Certificate on or after 11 June 2013 are authorized to wear the blue braid "Blue Rope" around the crown of the campaign hat. **Note:** Returning MTIs awarded the blue braid prior to 11 June 2013 must complete the MMTI program criteria as prescribed in this instruction prior to resuming the wear of the blue braid around the crown of the campaign hat. **(T-2)**

6.1.3. Master instructor (MI) recognizes individuals for sustained training delivery and professional growth above the AETC minimum MTI training and performance requirements. **(T-2)**

6.1.4. MI is a voluntary program and denotes exemplary subject-matter expertise and teaching ability developed through experience, professional development, and supplementary education and training. **(T-2)**

6.1.5. MTIs are eligible to begin the MI program upon completion of TQ. **(T-2)**

6.1.6. The criteria for achieving master instructor include an academic degree, continuing education, professional projects, teaching experience, instructor evaluations, and squadron commander recommendation. **(T-2)** **Note:** Master Instructor Nomination Package Template, **Attachment 10** should be used when submitting nominations.

6.1.6.1. Academic Degree. As a minimum, an associate's degree is required for master instructor consideration. **(T-2)**

6.1.6.2. Continuing Education. Complete a minimum of 6 semester hours of college education, beyond the minimum degree requirement. **(T-2)**

6.1.6.2.1. Continuing education courses may be AETC faculty development courses awarding CCAF credits or available college courses. **(T-2)** **Note:** College courses must be upper level (200 series and above) to be accepted and must align with the following subject areas:

6.1.6.2.1.1. Counseling courses with a focus on counseling techniques and application of counseling techniques. **(T-2)**

6.1.6.2.1.2. Psychology courses with a focus on learning theory, adult learning concepts, educational psychology, small group psychology, motivational theory, or social psychology. **(T-2)**

6.1.6.2.1.3. Academic and performance measurement courses with a focus on learning and assessment techniques, to include common and advanced testing theories, the development and use of academic and performance measurement tools or statistics, and the fundamentals of test construction. **(T-2)**

6.1.6.2.1.4. Communication skills courses with a focus on advanced written and verbal communications such as facilitator or trainer courses, small group communications, or interpersonal communications. **(T-2)**

6.1.6.2.1.5. Instructional system design courses with a focus on curriculum development theories and approaches, such as, instructional systems design, instructional strategies for adult learners, performance support tools, evaluation strategies, and the analysis of learning systems. **(T-2)**

6.1.6.2.1.6. Instructional technology courses with a focus on the design and production of technology-based instructional systems, to include, the development, operation, and application of computer-based training, interactive media, e-learning tools, or distance learning to improve the teaching and learning environment. **(T-2)**

6.1.6.2.1.7. Other education courses that directly relate to or enhance the instructor's subject knowledge in their teaching discipline (Air Force specialty) or enhance their teaching abilities may be used to meet this requirement. **Note:** The master instructor program manager must review and approve the applicability of these courses prior to submission. **(T-2)**

6.1.6.2.2. Non-applicable courses: Professional military education (PME) courses, College Level Examination Program (CLEP) tests, and Defense Activity for Non-Traditional Education Support (DANTES) tests do not count or apply toward the education requirement for master instructor. **(T-2)**

6.1.6.3. Professional Projects. As a minimum, 80 project hours are required that directly relate to the development of new training or the improvement of existing training programs. **(T-2)** Examples of professional projects include, but are not limited to, participating in curriculum reviews; feedback analysis; utilization and training workshops; Triennial Review; revising or developing a module of instruction; Standardization Evaluation inspection processes, and/or Air Force Smart Operations for the 21st Century events related to training processes.

6.1.6.3.1. The Master Instructor Program Manager manages professional projects and assigns MTIs to a project manager using the Project Approval Request Letter (**Attachment 11**) or equivalent. **(T-2)**

6.1.6.3.1.1. Professional projects must be assigned, in writing, by the Master Instructor Program Manager and approved by the Training Director or

equivalent before commencement of the activity. (T-2)

6.1.6.3.1.2. Project managers will use the MTI's master instructor program log (**Attachment 12**) or equivalent to document the professional project hours. (T-2)

6.1.6.3.1.2.1. As a minimum, the log will show the specific professional project, the exact dates involved, and the number of hours worked on each date. (T-2)

6.1.6.3.1.2.2. At the completion of the project, the project manager must sign and date the log and document the total number of hours the instructor worked on a professional project. (T-2)

6.1.6.4. Teaching Experience. MTIs must have a minimum of 600 trainee contact hours and 12 months of teaching experience from TQ completion, as a line instructor, in current assignment. (T-2)

6.1.6.4.1. Trainee contact hours include lesson presentation (guided discussion, lecture, or demonstration/performance) and specialized individual assistance, remedial instruction, and trainee evaluations. (T-2) **Note:** Follow the Master Instructor Teaching Experience Worksheet Template, **Attachment 13** or equivalent to document teaching experience hours.

6.1.6.4.2. MIR hours, when not performing a primary (teaching) MTI role (e.g. safety MIR), cannot be applied toward the experience criteria. (T-2)

6.1.6.5. Evaluations. Has completed all scheduled evaluations and received an overall rating of excellent or higher on the MI evaluation. (T-2)

6.1.6.6. Meets all SDI 8B000 entry and retention requirements IAW AFECDC.

6.1.7. MTIs may wear the AETC master instructor badge, upon successful completion of all program requirements and approval from the BMT commander or OTS commandant. (T-2)

## 6.2. Master Military Training Instructor (MMTI) Program.

6.2.1. The MMTI program applies to all individuals with special duty identifier 8B000 at the time of nomination. (T-2)

6.2.2. Only MTIs who have completed the MMTI Program requirements per this instruction or were awarded the MMTI Certificate on or after 11 June 2013 are authorized to wear the blue braid "Blue Rope" around the crown of the campaign hat. **Note:** Returning MTIs who were awarded MMTI prior to 11 June 2015 must complete the MMTI program criteria as prescribed in this instruction prior to resuming the wear of the blue braid around the crown of the campaign hat. (T-2)

6.2.3. MMTI is a voluntary program that recognizes MTIs for superior performance, ethics, leadership ability, and sustained professionalism. (T-2)

6.2.4. The criteria for achieving MMTI include Master Instructor Certificate, line instructor experience, on-time graduation rate, fitness test score, subject matter proficiency, instructor evaluations, and comprehensive MTI test. **Note:** Follow the

Master Military Training Instructor (MMTI) Nomination Package Template, **Attachment 14** or equivalent, when submitting nominations. **(T-2)**

6.2.4.1. Meets all SDI 8B000 entry and retention requirements IAW AFECD. **(T-1)**

6.2.4.2. Awarded Master Instructor certificate. **(T-2)**

6.2.4.3. Have a minimum of 12 months of MTI line instructor experience from TQ completion date and 3 months experience as a MI in current assignment. **(T-2)**

6.2.4.4. Have an average on-time graduation rate, IAW AETCI 36-2642, of 85% or higher for a minimum of 3 flights as Team Chief in current assignment. **(T-2)**

6.2.4.5. Have a current score of 80% or higher on their most recent Air Force Fitness Test in current assignment. **(T-2)**

6.2.4.6. Completed subject matter proficiency verification testing (see **Paragraph 4.5**). **(T-2)**

6.2.4.7. Completed all scheduled evaluations and received an overall rating of excellent or higher on their last three consecutive teaching evaluations, which include MI and no-notice evaluations. **(T-2)** Once the nomination has been submitted, a no-notice evaluation will not be directed to determine program eligibility. **(T-2)**

6.2.4.8. In no more than three attempts, scored a 90% or higher on the MMTI comprehensive written proficiency test, which covers MTI and instructional knowledge subjects, such as, MTI lesson plans, applicable AF, AETC, local instructions, and AFMAN 36-2236, *Guidebook for Air Force Instructors*. **(T-2)**

6.2.4.8.1. To ensure the MTI has adequate time to prepare, schedule the MMTI comprehensive written proficiency test no earlier than 90 calendar days from the receipt of the nomination request. **(T-3)**

6.2.4.8.2. MTIs scoring less than 90% may retest no earlier than 30 calendar days after the last attempt. **(T-3)**

6.2.5. MTIs may wear the blue braid around the crown of the campaign hat IAW AETCI 36-2903, upon successful completion of all program requirements and approval from the BMT commander or OTS commandant. **(T-2)**

TIMOTHY E. OWENS, Colonel, USAF  
Deputy Director of Intelligence, Operations, and  
Nuclear Integration

## Attachment 1

## GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

**References**

AFPD 1-1, *Air Force Culture*, 7 August 2012

AFPD 36-26, *Total Force Development*, 27 September 2011

AFI 1-1, *Air Force Standards*, 7 August 2012

AFI 1-2, *Commander's Responsibilities*, 8 May 2014

AFI 33-360, *Publications and Forms Management*, 25 September 2013

AFI 36-2101, *Classifying Military Personnel (Officer and Enlisted)*, 25 June 2013

AFI 36-2905, *Fitness Program*, AFI 40-102, *Tobacco Use in the Air Force*, 21 October 2013

AFI 36-2909, *Professional and Unprofessional Relationships*, 1 May 1999

AFI 40-102, *Tobacco Free Living*, 4 March 2015

AFI 44-121, *Alcohol and Drug Abuse Prevention and Treatment (ADAPT) Program*, 8 July 2014

AETCI 36-2202, *Faculty Development and Master Instructor Programs*, 23 May 2012

AETCI 36-2641, *Technical and Basic Military Training Administration*, 26 June 2014

AETCI 36-2909, *Recruiting, Education, and Training Standards of Conduct*, 2 December 2013

AFMAN 33-363, *Management of Records*, 1 March 2008

**Prescribed Forms.**

None

**Adopted Forms/IMTs.**

AF Form 623, *Individual Training Record Folder*, 1 October 1996

AF IMT 623A, *On the Job Training Record-Continuation Sheet*, 1 March 1979

AF IMT 797, *JQS Continuation/Command JQS*, 1 August 2002

AF Form 847, *Recommendation for Change of Publication*, 22 September 2009

AF IMT 2096, *Classification/On-the-Job Training Action*, 26 March 2014

AETC Form 10, *Instructor Training/Proficiency Record*, 24 May 2012

AETC Form 281, *Instructor Evaluation Checklist*, 9 September 2009

AETC Form 470, *Teaching Internship Log*, 24 May 2012

AETC Form 630, *Master Instructor Certificate*, 1 February 2008

**Abbreviations and Acronyms**

**AETC**—Air Education and Training Command

**AFECD**—Air Force Enlisted Classification Directory

**AFPC**—Air Force Personnel Center

**AFRIMS**—Air Force Records Information Management System

**ARC**—Air Reserve Component

**ATC**—Airman Training Complex

**AU**—Air University

**BEAST**—Basic Expeditionary Airmen Skills Training

**BMT**—basic military training

**CCAF**—Community College of the Air Force

**CCAF STARS**—Community College of the Air Force Student Transcript, Administration, and Record System

**CJQS**—Command Job Qualification Standard

**CLEP**—College-Level Examination Program

**DANTES**—Defense Activity for Non-Traditional Education Support ()

**JBSA**—Joint Base San Antonio

**MDC**—Military Drill and Ceremonies

**MFR**—Memorandum for Record

**MI**—Master Instructor

**MICT**—Management Internal Control Toolset

**MMTI**—Master Military Training Instructor

**MTCS**—Military Training Consultant Service ()

**MTI**—Military Training Instructor

**MTIS**—Military Training Instructor School

**NAF**—Numbered Air Force

**OJT**—on-the-job training

**OPR**—office of primary responsibility

**OTS**—Officer Training School

**PPG**—policies, procedures, and guidelines

**PME**—Professional military education

**RH&T**—recruit housing and training

**SDAP**—Special Duty Assignment Pay

**SDI**—Special Duty Identifier

**SMPVT**—Subject Matter Proficiency Verification Testing

**STARS**—FD—Student Transcript, Administration, and Record Systems-Faculty Database

**TQ**—Teaching Qualification

**TRG**—training group

**TRS**—training squadron

**TRW**—training wing

**WSMS**—War Skills and Military Studies

**WOT**—week of training

## Attachment 2

### INSTRUCTOR EVALUATION GUIDE

**A2.1. Purpose.** This attachment provides a guide to conducting instructor evaluations and rating an instructor's performance.

**A2.2. Terminology.** The terms used in this guide are a starting point for establishing standards of performance. For purposes of this guide, the term few implies one to three occurrences of a behavior; several implies four to seven occurrences; and frequent implies eight or more occurrences of a behavior. These numbers assume a 50 minute period of observation and may be adjusted for the actual length of the evaluation period. **Note:** The examples throughout this guide serve only as a reference since evaluation situations vary. Make appropriate comments in the COMMENTS block as necessary to explain each entry.

#### **A2.3. Preparing for the evaluation.**

A2.3.1. Ensure you have the following, as applicable, prior to entering the classroom:

- A2.3.1.1. Blank AETC Form 281.
- A2.3.1.2. Writing paper for notes.
- A2.3.1.3. Instructor Evaluation Guide.
- A2.3.1.4. Pen or pencil.

A2.3.2. Ensure you have reviewed the following, as applicable, to ensure a comprehensive evaluation:

- A2.3.2.1. Master Lesson plan. Use the squadron "sample" master lesson plan.
- A2.3.2.2. Copies of teaching format/guidelines (Attachments 3-8) as applicable.
- A2.3.2.3. Technical orders, checklists, or other references as needed (available from instructor supervisor).
- A2.3.2.4. MIR waiver, if any (available from instructor supervisor).

A2.3.3. Position yourself in the classroom/dorm/drill pad where you will not distract the trainees.

A2.3.4. Do not participate in discussions during the evaluation period.

A2.3.5. Do not disrupt classroom instruction. Check lesson plans, etc., before or after class or during a break.

A2.3.6. If the evaluator is not the instructor supervisor, coordinate the evaluation with the appropriate instructor supervisor.

#### **A2.4. Completing the AETC Form 281.**

A2.4.1. Prior to beginning the evaluation:

- A2.4.1.1. Complete all blocks prior to Section I on the AETC Form 281.
- A2.4.1.2. Place an X in the appropriate box to identify the type of evaluation

#### **A2.5. Completing [Section I](#), Items.**

**A2.5.1. Part A, Teaching Preparation.**

A2.5.1.1. General. Place an X in the appropriate YES/NO block for every item (A1 through A3).

A2.5.1.1.1. If the instructor accomplished the item, mark the YES column.

A2.5.1.1.2. If the instructor did not accomplish the item, mark the NO column.

A2.5.1.1.2.1. If NO is marked, and the item is *not applicable* to the lesson observed, also mark the NA column.

A2.5.1.1.2.2. If NO is marked, and the item applies to the lesson observed, then also mark the *needs improvement* (NI) column and include a short justification in the Comments block.

**A2.5.1.2. Item 1, Lesson Plan/Other Teaching Guides Approved by the Supervisor and Technical Orders Are Current.**

A2.5.1.2.1. YES. Lesson plan review is current, signed by supervisor, and used to guide training activities in the classroom or lab area.

A2.5.1.2.2. NO. Lesson plan review is not current; supervisor has not signed lesson plan within last year; lesson plan is not present in the classroom or lab area and/or not used to guide training activities.

**A2.5.1.3. Item 2, Equipment/Training Aids/Computer Technology Listed in POI Is Ready For Use.**

A2.5.1.3.1. YES. Instructor ensured required equipment, training aids, and computer technology listed in POI is available and ready for use within the classroom.

A2.5.1.3.2. NO. Equipment, training aids, or computer technology listed in POI is not available, set up, or functioning as required by the lesson.

**A2.5.1.4. Item 3, Mandatory Informational Items Appropriately Posted in Instructional Area.**

A2.5.1.4.1. YES. All informational items identified by local policy are current; POC information is correct and displayed in the classroom or lab area.

A2.5.1.4.2. NO. One or more required informational items are not posted, not current, or POC information is incorrect. Prelims not covered as directed in teaching formats.

**A2.5.2. Part B, Instructional Skills and Ability.**

A2.5.2.1. General. Place an X in the appropriate RATING block adjacent to each line item (B4 through B16).

**A2.5.2.2. Item 4, Stated Lesson Overview and Included a Clear Statement of Objectives.**

A2.5.2.2.1. OUTSTANDING. Clear step-by-step overview of lesson outlined; correlated the objective to performance on the job; clearly explained instructor assists and method of trainee measurement.

A2.5.2.2.2. EXCELLENT. Objectives were written on the board, flip chart, training material or other audiovisual aid and matched POI; stated lesson overview and included a statement of the objectives

A2.5.2.2.3. SATISFACTORY. Stated lesson overview

A2.5.2.2.4. NEEDS IMPROVEMENT. Instructor did not state the name of the lesson, objectives of the lesson not stated, and no overview.

**A2.5.2.3. Item 5, Used Appropriate Techniques (Examples, Scenarios) to Assist and Motivate Students.**

A2.5.2.3.1. OUTSTANDING. Observed trainee participation in class and properly evaluated progress to identify requirements for individual improvement; actively involved trainees in the lesson; used explicit and interesting examples to stimulate trainee interest and motivation, uses a personal appeal to trainees and reinforces their desire to learn.

A2.5.2.3.2. EXCELLENT. Adjusted approach to subject matter to assure trainees assimilated material; maintained positive learning environment and excellent enthusiasm; related material to actual job performance.

A2.5.2.3.3. SATISFACTORY. Attempted to involve trainees in the lesson; displayed minor enthusiasm during instruction; motivation and remotivation steps included as required by lesson plan.

A2.5.2.3.4. NEEDS IMPROVEMENT. Did not attempt to involve the trainees in the lesson; displayed a lack of enthusiasm for the material. Instructor failed to incorporate core values into the lesson.

**A2.5.2.4. Item 6, Used Training Aids Effectively.**

A2.5.2.4.1. OUTSTANDING. Marker board and other training aids were extremely effective in teaching the subject matter; training aids integrated seamlessly and flawlessly into lesson; no errors in training aid use.

A2.5.2.4.2. EXCELLENT. Training aids and devices used in a manner that enhanced training outcome; all aids fully visible to all trainees; few errors in training aid use, which were not repeated.

A2.5.2.4.3. SATISFACTORY. Used training aids effectively; several errors occurred in training aid use, but they did not detract from the lesson.

A2.5.2.4.4. NEEDS IMPROVEMENT. Training aids not effectively used; frequent errors in training aid use detracted from the lesson. (Example: Aids not visible, out of order or sequence with instruction; instructor talked to the aid, used training aids inappropriately, apologized for the training aids, etc.)

**A2.5.2.5. Item 7, Displayed Natural Mannerisms and Maintained Eye Contact.**

A2.5.2.5.1. OUTSTANDING. Used eye contact to assess trainee understanding and to draw trainees into the discussion; gestures completely relaxed and natural; no distracting mannerisms.

A2.5.2.5.2. EXCELLENT. Impartial eye contact with all trainees; few distracting mannerisms; used gestures to emphasize and clarify difficult points.

A2.5.2.5.3. SATISFACTORY. Displayed natural mannerisms; maintained eye contact most of the time; used appropriate gestures; several distracting mannerisms.

A2.5.2.5.4. NEEDS IMPROVEMENT. Eye contact not impartial; did not speak directly to the trainees for long periods or excessively read to the trainees; gestures stiff and unnatural; distracting mannerisms occurred frequently or persisted for an excessive period of time (i.e., hands in pockets, jingling keys, parade rest, leaning on podium, playing with markers or other training aids, etc.).

**A2.5.2.6. Item 8, Verbalized Effectively (i. e., Good Volume/Tone/Pitch/Speed/Grammar) and Avoided Verbal Distracters.**

A2.5.2.6.1. OUTSTANDING. Used vocal variety to convey difference in meaning; no grammar or sentence structure errors; no verbal distracters.

A2.5.2.6.2. EXCELLENT. Varied rate of delivery as well as the volume, force, and pitch of voice; few grammar or sentence structure errors; few verbal distracters.

A2.5.2.6.3. SATISFACTORY. Verbally clear and easily heard; several grammar and sentence structure errors; several verbal distracters; several grammar or sentence structure errors.

A2.5.2.6.4. NEEDS IMPROVEMENT. Mispronounced technical terms; frequently used improper grammar and sentence structure; voice too loud or too quiet; frequent verbal distracters (for example, overuse of stock expressions, vocalized pauses).

**A2.5.2.7. Item 9, Used Effective Question and Answer Techniques.**

A2.5.2.7.1. OUTSTANDING. Used leadoff, follow-up and spontaneous questions to initiate, support and control the discussion effectively; used both overhead and directed questions to draw all trainees into the discussion; planned questions to ensure all trainees reached the objective; did not use questions that did not stimulate thought; questions were easily understood by all, and all responses were validated.

A2.5.2.7.2. EXCELLENT. Used questions to initiate, support, and control the discussion; used questions to draw trainees into the discussion; planned questions that supported the objective; rarely used questions that did not stimulate thought; questions were understood by most and no responses were discounted.

A2.5.2.7.3. SATISFACTORY. Used few questions to control the discussion; used questions to draw most trainees into the discussion; in addition to thought-provoking questions, used several questions that did not stimulate thought; planned questions related to the objective; most questions were understood by trainees and few responses were discounted.

A2.5.2.7.4. NEEDS IMPROVEMENT. Did not use questions to control the discussion; relied solely on overhead or directed questions leaving many trainees out of the discussion; questions were not planned or did not support the objective; did not use thought-provoking questions—trainees merely parroted back answers; questions were not understood by trainees—trainees did not know how to respond; did not

adequately address trainee questions or discounted trainee responses to questions. Instructor failed to give trainees an opportunity to ask questions.

**A2.5.2.8. Item 10, Administered Student Measurement Appropriately.**

A2.5.2.8.1. **OUTSTANDING.** Covered missed material with trainees to ensure they understood why errors occurred; reinforced trainee understanding of material evaluated.

A2.5.2.8.2. **EXCELLENT.** Covered high-miss questions, near high-miss questions, and answered all trainee questions effectively.

A2.5.2.8.3. **SATISFACTORY.** Administered trainee measurement devices properly according to measurement instructions; read trainee instructions to class before administering measurement; reviewed missed questions and gave correct responses in critique.

A2.5.2.8.4. **NEEDS IMPROVEMENT.** No critique of measurement device; measurement device administered improperly; did not read trainee instructions to class before administering measurement device.

**A2.5.2.9. Item 11, Maintained Control of Class.**

A2.5.2.9.1. **OUTSTANDING.** Full attention of each trainee focused on lesson.

A2.5.2.9.2. **EXCELLENT.** Trainee behavior and attitudes conducive to learning; trainee attention was focused on lesson; few inattentive trainees noted; inattentive trainees were effectively refocused and/or counseled.

A2.5.2.9.3. **SATISFACTORY.** Trainees were for the most part attentive to the lesson; inappropriate trainee behavior, if displayed, was mostly corrected; several inattentive trainees were noted; classroom rules were enforced.

A2.5.2.9.4. **NEEDS IMPROVEMENT.** Trainee behavior distracted other members of the class; inappropriate trainee behavior was not corrected; majority of trainees did not have their attention on the lesson; classroom rules not enforced (i.e., drinks around equipment, trainee late reporting or returning to class from a break, etc.). Instructor failed to manage distractions to prevent obstacles to learning.

**A2.5.2.10. Item 12, Demonstrated Thorough Knowledge of Subject/Procedures.**

A2.5.2.10.1. **OUTSTANDING.** Clearly explained the subject at hand; quickly and correctly answered questions pertaining to the subject; no technical errors noted.

A2.5.2.10.2. **EXCELLENT.** Demonstrated thorough knowledge of subject and procedures; used examples to clarify problem areas; no more than one corrected technical error noted.

A2.5.2.10.3. **SATISFACTORY.** Demonstrated adequate knowledge of the subject and procedures; few technical errors noted (incorrect, inaccurate, outdated information, and/or procedures); adequately corrected all technical errors.

A2.5.2.10.4. **NEEDS IMPROVEMENT.** Did not fully understand the subject; lesson contained one or more uncorrected technical errors (incorrect, inaccurate, outdated information); lesson contained several uncorrected technical errors.

**A2.5.2.11. Item 13, Utilized Multiple Instructor Requirement (MIR) Effectively.**

A2.5.2.11.1. OUTSTANDING. Instructor provided guidance and direction to the MIR; instructor and MIR worked well together, significantly contributing to the learning process.

A2.5.2.11.2. EXCELLENT. Used MIR instructor to effectively enhance instruction and safety.

A2.5.2.11.3. SATISFACTORY. MIR instructor used at appropriate times, as indicated in POI.

A2.5.2.11.4. NEEDS IMPROVEMENT. MIR instructor not used as indicated in POI; required MIR instructor not used.

**A2.5.2.12. Item 14, Demonstrated Poise and Set Positive Example of Dress and Behavior.**

A2.5.2.12.1. OUTSTANDING. A role model for trainees; far exceeded dress and appearance requirements.

A2.5.2.12.2. EXCELLENT. Displayed professional attitude, confidence and good posture; met or exceeded dress and appearance requirements.

A2.5.2.12.3. SATISFACTORY. Demonstrated professional behavior; no noticeable dress and appearance issues.

A2.5.2.12.4. NEEDS IMPROVEMENT. Behavior not professional; cynicism, profanity, intimidation, or off-color remarks used; lacked poise—poor posture; sat on tables, etc.; not in compliance with dress and appearance standards.

**A2.5.2.13. Item 15, Managed Lesson Effectively/Completed All Phases of Lesson, Reviewed Main Points in Lesson Summary.**

A2.5.2.13.1. OUTSTANDING. All main points were covered in detail; transitions were used between main points with little to no distraction to the learning environment. Extremely smooth-flowing lesson; interim summaries used to fully support the lesson; main points of the lesson reviewed in depth at the conclusion of the lesson; effectively re-motivated trainees during conclusion; re-motivation left trainees with a clear understanding of the “why” they should perform the lesson.

A2.5.2.13.2. EXCELLENT. All objectives/main points presented; effective conclusions, interim summaries, and transitions used to bridge key points; in group-paced classes, adjusted pace according to trainee needs when appropriate

A2.5.2.13.3. SATISFACTORY. All portions of the lesson were covered; lesson pacing was consistent; conclusions, interim summaries, transitions used most of the time in the lesson; they were reasonably effective in moving between main points with minor distractions to the learning environment; re-motivation left trainees on a positive note.

A2.5.2.13.4. NEEDS IMPROVEMENT. All objectives not covered; lesson pace too fast or too slow; conclusions, interim summaries, transitions were not used as indicated in lesson plan; missed main points which prevented significant information

being presented and/or presented information out of sequence which distracted from the learning environment; re-motivation poorly motivated the trainees and did not provide an understanding of the “why” which negatively impacted the lesson. Instructor failed to re-state name of the lesson or objective in the summary.

**A2.5.2.14. Item 16, Noted Those Students Not in Compliance With Required Standards for Behavior/Appearance.**

A2.5.2.14.1. OUTSTANDING. Corrected trainees not meeting standards with candor and tact while preserving a positive learning environment.

A2.5.2.14.2. EXCELLENT. Identified trainees not meeting standards and made appropriate corrections.

A2.5.2.14.3. SATISFACTORY. Identified most trainees not in compliance with behavior and appearance standards.

A2.5.2.14.4. NEEDS IMPROVEMENT. Did not note those trainees out of compliance with behavior and appearance standards.

**A2.5.3. Part C, Performance Exercise Presentation.**

A2.5.3.1. General. Place an X in the appropriate RATING block adjacent to each line item (C17 through C23).

**A2.5.3.2. Item 17, Stated Accurate and Complete Instructions/Guidance and Used Correct Terms.**

A2.5.3.2.1. OUTSTANDING. Ensured all trainees understood all aspects of the performance exercise; previewed elements of the lesson plan and performance exercise and accentuated known difficult areas of the lab.

A2.5.3.2.2. EXCELLENT. Thoroughly explained the performance exercise, including the evaluation criteria.

A2.5.3.2.3. SATISFACTORY. Briefed trainees on the performance exercise instructions and guidance using correct terminology.

A2.5.3.2.4. NEEDS IMPROVEMENT. Failed to explain the performance exercise to the trainees; used incorrect terminology. Failed to label the container, where the item is viewed from (dorm only). Did not introduce or explain BMT Form 128 as described in attachment 3a (dorm only).

**A2.5.3.3. Item 18, Clearly Identified Procedure versus Technique.**

A2.5.3.3.1. OUTSTANDING. Ensured understanding of all procedures and various approved techniques to accomplish the procedures.

A2.5.3.3.2. EXCELLENT. Thoroughly explained step-by-step instructions as procedures and technical methods as techniques.

A2.5.3.3.3. SATISFACTORY. Described some of the difference between procedure and technique (i.e., what to do vs. how to do, etc.).

A2.5.3.3.4. NEEDS IMPROVEMENT. Did not differentiate between procedure and technique.

**A2.5.3.4. Item 19, Stated Student-specific Goals Based on Trends and Desired Learning Objectives Where Applicable.**

A2.5.3.4.1. OUTSTANDING. Motivated trainees to achieve student-specific goals.

A2.5.3.4.2. EXCELLENT. Explained student-specific goals based on previous trends and objectives.

A2.5.3.4.3. SATISFACTORY. Stated student-specific goals based on objectives where applicable.

A2.5.3.4.4. NEEDS IMPROVEMENT. Did not state student-specific goals based on objectives where applicable.

**A2.5.3.5. Item 20, Involved Students in the Introduction/Demonstration of New Procedures.**

A2.5.3.5.1. OUTSTANDING. Related new procedures to previous knowledge.

A2.5.3.5.2. EXCELLENT. Involved trainees actively in the introduction and demonstration of new procedures; answered all questions effectively.

A2.5.3.5.3. SATISFACTORY. Ensured most trainees could see and hear introduction and demonstration (passive involvement).

A2.5.3.5.4. NEEDS IMPROVEMENT. Trainees not involved in the introduction and demonstration of new procedures; trainees could not see and/or hear introduction/demonstration.

**A2.5.3.6. Item 21, Ensured Equipment Was Properly Configured and Addressed Any Unexpected Problems Appropriately.**

A2.5.3.6.1. OUTSTANDING. All materials organized and properly configured, set up, and arranged effectively to obtain full benefits of the equipment.

A2.5.3.6.2. EXCELLENT. Ensured equipment was ready for immediate use.

A2.5.3.6.3. SATISFACTORY. Ensured equipment required on POI was present and properly configured; deficiencies noted according to local directives; ensured all safety devices in proper working order.

A2.5.3.6.4. NEEDS IMPROVEMENT. Equipment required by POI was not present; did not ensure proper equipment configuration or address unexpected problems.

**A2.5.3.7. Item 22, Provided Appropriate and Timely Explanations During Student Performance.**

A2.5.3.7.1. OUTSTANDING. Maintained trainee motivation during correction; provided guidance as trainees were allowed to correct their errors.

A2.5.3.7.2. EXCELLENT. Provided additional information or guidance to clarify the subject during trainee performance; used instructor assists correctly.

A2.5.3.7.3. SATISFACTORY. Provided appropriate and timely explanations during trainee performance.

A2.5.3.7.4. NEEDS IMPROVEMENT. Did not provide appropriate or timely explanations during trainee performance; misused instructor assist. Instructor failed to size the flight prior to performing in application (drill only).

**A2.5.3.8. Item 23, Integrated Safety Principles into Lesson and Applied Safety Precautions at All Times.**

A2.5.3.8.1. OUTSTANDING. Modeled safety precautions and equipment use during the lesson; emphasized safety principles in the performance exercise.

A2.5.3.8.2. EXCELLENT. Covered safety procedures for present procedure and environment; explained the specific hazards and **motivated** trainees to follow safety precautions.

A2.5.3.8.3. SATISFACTORY. Integrated general safety procedures into performance exercise; encouraged safety at all times.

A2.5.3.8.4. NEEDS IMPROVEMENT. Did not integrate general safety procedures into lesson; did not enforce safety.

**A2.5.4. Part D, Feedback to Trainees.**

A2.5.4.1. General. Place an X in the appropriate RATING block adjacent to each line item (D24 through D28).

**A2.5.4.2. Item 24, Accurately Reconstructed Performance/Mission Events.**

A2.5.4.2.1. OUTSTANDING. Reconstruction included final summary to clarify the lesson in the minds of all trainees, to correct any misunderstandings, and to reemphasize main points.

A2.5.4.2.2. EXCELLENT. Used positive review of performance event to promote further study and to increase trainee participation.

A2.5.4.2.3. SATISFACTORY. Accurately reconstructed performance and mission events.

A2.5.4.2.4. NEEDS IMPROVEMENT. Did not accurately reconstruct performance and mission events.

**A2.5.4.3. Item 25, Identified Student Strengths/Weaknesses.**

A2.5.4.3.1. OUTSTANDING. Identified the root causes of the weaknesses in trainee performance, if any.

A2.5.4.3.2. EXCELLENT. Provided detailed explanation of trainee strengths and weaknesses during and/or after performance.

A2.5.4.3.3. SATISFACTORY. Identified some of the trainee strengths and weaknesses.

A2.5.4.3.4. NEEDS IMPROVEMENT. Did not address trainee strengths and weaknesses. Failed to leave the trainees on a positive note.

**A2.5.4.4. Item 26, Discussed Corrective Action for Student Weaknesses.**

A2.5.4.4.1. **OUTSTANDING.** Suggestions given to promote and increase trainee understanding and knowledge; provided related instruction, practice, or remediation to trainees when needed to accomplish the objective.

A2.5.4.4.2. **EXCELLENT.** Used positive feedback to encourage further student effort; used a variety of teaching techniques to aid trainees in accomplishing the objective. Used subject knowledge to provided trainees the “how” to improve or correct deficiencies/weaknesses.

A2.5.4.4.3. **SATISFACTORY.** Discussed corrective action for trainee weaknesses.

A2.5.4.4.4. **NEEDS IMPROVEMENT.** Did not discuss corrective actions for trainee weakness.

**A2.5.4.5. Item 27, Accurately Assessed Student Achievement of Goals/Learning Objectives.**

A2.5.4.5.1. **OUTSTANDING:** Thoroughly assessed all aspects of the trainees’ performance of the task or mastery of the subject.

A2.5.4.5.2. **EXCELLENT.** Assessed most elements of subject or task.

A2.5.4.5.3. **SATISFACTORY.** Evaluated key elements of subject or task.

A2.5.4.5.4. **NEEDS IMPROVEMENT.** Did not accurately assess (e.g. instructor stated trainees performed well, but trainees performed poorly) or failed to assess trainee achievement and understanding.

**A2.5.4.6. Item 28, Described Next Phase of Training and Suggested Preparation Assignments.**

A2.5.4.6.1. **OUTSTANDING.** Provided detailed instructions on preparation assignments for the next phase of training; explained how current lesson applies to the overall job responsibilities, if applicable.

A2.5.4.6.2. **EXCELLENT.** Provided trainees with study materials and gave assignments for the next phase of training; explained why material is important and how it relates to other objectives.

A2.5.4.6.3. **SATISFACTORY.** Described next phase of training and assigned or suggested preparation assignments.

A2.5.4.6.4. **NEEDS IMPROVEMENT.** Did not discuss the next phase of training; did not suggest preparation assignments.

**A2.5.5. Part E, Additional Items BMT SPECIFIC (ADD Each Item 29-32 to the AETC Form 281):**

A2.5.5.1. **General.** Place an X in the appropriate RATING block adjacent to each line item (E29 through E32).

**A2.5.5.2. Item 29, Students Properly Positioned/Seated.**

A2.5.5.2.1. **OUTSTANDING.** All trainees were positioned/seated in such a way as to greatly enhance the learning environment; every trainee was able to see the action and fully participate.

A2.5.5.2.2. EXCELLENT. Majority of the trainees were positioned/seated in such a way as to greatly enhance the learning environment; majority of the trainees were able to see the action and fully participate.

A2.5.5.2.3. SATISFACTORY. Trainees were able to see the action and participate. Some trainees may not be positioned correctly, but did not distract from the class or prevent learning.

A2.5.5.2.4. NEEDS IMPROVEMENT. Trainees were poorly positioned/seated which distracted the learning environment; many trainees were unable to see the action or participate.

**A2.5.5.3. Item 30, Effective Attention Step.**

A2.5.5.3.1. OUTSTANDING. Attention step was highly effective in getting the trainees attention in preparation for learning and enhanced the lesson.

A2.5.5.3.2. EXCELLENT. Attention step was very effective in getting the trainees attention in preparation for learning.

A2.5.5.3.3. SATISFACTORY. Attention step was effective in getting the trainees attention in preparation for learning.

A2.5.5.3.4. NEEDS IMPROVEMENT. Attention step was not provided or effective in getting the trainees attention in preparation for learning.

**A2.5.5.4. Item 31, Proper Command Voice.**

A2.5.5.4.1. OUTSTANDING. Superior command voice effectiveness enabling trainees to perform and understand the commands given; exhibited exceptional command voice characteristics; greatly enhanced the learning environment.

A2.5.5.4.2. EXCELLENT. Command voice was very effective allowing trainees to perform and understand the information presented; skilled use of command voice characteristics enhanced the learning environment.

A2.5.5.4.3. SATISFACTORY. Command voice was adequate allowing trainees to perform and understand the information presented; exhibited some of the command voice characteristics; did not prevent trainees from performing material taught.

A2.5.5.4.4. NEEDS IMPROVEMENT. Command voice was ineffective and/or distracting, preventing trainees from performing or understanding the material; distracted from the learning environment. Instructor failed to call commands at the position of attention (drill only).

**A2.5.5.5. Item 32, Whole Impression.**

A2.5.5.5.1. OUTSTANDING. Superior whole impression demonstration; established the standard of performance with no errors which greatly enhanced the lesson.

A2.5.5.5.2. EXCELLENT. Whole impression demonstrated and established the standard of performance with little to no errors which enhanced the lesson.

A2.5.5.5.3. SATISFACTORY. Whole impression demonstrated and established the standard of performance with only minor errors which did not negatively impact the lesson.

A2.5.5.5.4. NEEDS IMPROVEMENT. Whole impression demonstrated did not establish the standard of performance with significant errors that negatively impacted the lesson. Instructor failed to state the purpose of the lesson. Second whole impression (if required) did not match the first whole impression (dorm only). Did not state what areas of the body to view and specific action areas (drill only).

A2.5.6. **Comments.** This section is used to provide a short justification of ratings of -NI and-O in Section I. Provide item numbers. Any additional observations or comments should be in Section III, Recommendations for Improvement or General Comments.

A2.5.7. **Section II, Overall Performance Rating.**

A2.5.7.1. When computing the overall rating, compute percentages using only areas receiving a rating (O, E, S, or NI). Do not include areas marked N/A when computing ratings.

A2.5.7.2. To be rated *outstanding*, an instructor must satisfy all requirements of the *satisfactory* and *excellent* ratings as well as the requirements of an *outstanding* rating. As evaluator, you must document statements supporting the *outstanding* rating on the AETC Form 281.

A2.5.7.3. To be rated *excellent*, the instructor must satisfy all requirements of both the *satisfactory* and *excellent* ratings.

A2.5.7.4. Any items marked *needs improvement* (NI) require a follow-up evaluation be conducted no later than 30 calendar days after the original evaluation. The follow-up evaluation will address only the areas marked NI. As evaluator, you must document statements supporting the *needs improvement* rating on the AETC Form 281.

A2.5.7.5. Compute the overall rating as follows: (**Note:** Do not round up computations.)

A2.5.7.5.1. OUTSTANDING-85% or more items rated *outstanding*. No items rated *needs improvement*.

A2.5.7.5.2. EXCELLENT-75% or more items rated *excellent* or higher. No items rated *needs improvement*.

A2.5.7.5.3. SATISFACTORY-75% or more items rated *satisfactory* or higher. No more than 25% of items rated *needs improvement*.

A2.5.7.5.4. NEEDS IMPROVEMENT-26-39% of items rated *needs improvement*.

A2.5.7.5.5. UNACCEPTABLE-40% or more of the items rated *needs improvement*.

A2.5.8. Section III, Recommendations for Improvement or General Comments. Provide constructive feedback. Explain what the instructor did well and what would make their presentation better. Stress that further refinements will be made as they develop their own technique when teaching in their courses.

A2.5.9. Section IV, Acknowledgement of Evaluation. Individual conducting the evaluation will sign as the evaluator. Individual being evaluated will sign as the instructor evaluated. If evaluator is a squadron or GSU commander, supervisor signature is not required.

A2.5.10. Section V, Follow-up Evaluation. Complete follow-up evaluation within 30 calendar days. Allow enough time to improve based on previous recommendations. All items marked *needs improvement* must be reevaluated. Use the original form to conduct the follow-up evaluation. Ensure all items marked *needs improvement* are addressed and corrected.

### Attachment 3

#### CONDUCTING BMT LECTURE FORMAT INSTRUCTION GUIDE

**A3.1. PURPOSE.** The following guidelines are intended to standardize the conduct of lecture format instruction. These guidelines are written for and speak to the MTI. MTIs should read and follow these guidelines to ensure standardized presentations.

**A3.2. Prior to starting class.**

A3.2.1. Ensure the area you will utilize is setup and prepared.

A3.2.2. Place all pertinent info on the board (if available).

A3.2.3. Position flight so all trainees can see and hear.

A3.2.4. Have all items available necessary to teach the class.

A3.2.5. Have up-to-date and signed lesson plans on hand.

A3.2.6. Ensure trainees have reference Basic Military Training Study Guide (BMTSG)/note taking material.

**A3.3. Preliminary actions** (No specific order).

A3.3.1. At a minimum.

A3.3.1.1. Introduce yourself.

A3.3.1.2. Identify waivers. If trainees are restricted from performance, allow them to observe the lesson.

A3.3.1.3. Explain emergency evacuation procedures.

**A3.4. Lesson Presentation.**

**A3.4.1. Introduction.**

A3.4.1.1. Attention. Get the trainee's attention and help them focus on the subject and be ready to learn.

A3.4.1.2. Motivation. Engage the trainees on why the lesson is important. Encourage the trainees to develop an interest in the subject. The instructor should make a personal appeal to trainees and reinforce their desire to learn. The appeal may relate the learning to career advancement or to some other need. This motivational appeal should continue throughout the lesson.

A3.4.1.3. Overview. State the name of the lesson and the objective(s) from the lesson plan. Tell the trainees what they will learn and how they will learn it. Tell the trainees what will be covered in the lesson without exposing the lesson itself and how they will be evaluated.

A3.4.1.4. Transition. Transitions signal to the trainees that you are progressing to a new point.

**A3.4.2. Body.**

A3.4.2.1. Present the lesson in a logical sequence in accordance with the lesson plan.

A3.4.2.2. Use audiovisual aids in accordance with the lesson plan.

A3.4.2.3. Review Lesson Plans (not required).

A3.4.2.4. Questions. Use questions throughout the lesson to enhance learning and assess trainee comprehension. Give the trainees an opportunity to ask questions.

**A3.4.3. Conclusion.**

A3.4.3.1. It is allowable to answer questions and, if necessary, clarify/re-demonstrate parts of the lesson any time during the conclusion to ensure learning takes place.

A3.4.3.2. Summary. Re-state the name of the lesson and the objective(s). Briefly summarize the main points in a concise manner.

A3.4.3.3. Remotivation. Instill in trainees a desire to retain and use what they have learned. Emphasize the lesson may also provide the foundation for future lessons.

A3.4.3.4. Assignment. Assign a task which relates to the material presented such as reviewing BMTSG or practicing task during free time.

A3.4.3.5. Closure. Ensure trainees recognize the lesson is over.

## Attachment 4

### EVALUATING BMT LECTURE FORMAT INSTRUCTION GUIDE

**A4.1. PURPOSE.** The following guidelines are intended to standardize the evaluation of lecture format instruction. These guidelines are written for and speak to the instructor supervisor/evaluator. Instructor supervisors/evaluators should read and follow these guidelines to ensure standardized evaluation of lecture format instruction.

#### **A4.2. General guidelines.**

A4.2.1. Core values are integrated throughout the lesson.

A4.2.2. Instructor must manage distractions to prevent obstacles to learning.

A4.2.3. Choral responses should be limited to motivational responses without interrupting other classes in the area. Over use of choral responses is distracting and may prevent trainees with questions from being heard.

A4.2.4. Risk Management (RM) should be included as identified in the lesson plan. If there are no RM tags identified in the lesson plan, RM is not required.

A4.2.5. General instructional techniques such as natural hand gestures, fluid eye contact, voice characteristics, etc. should be natural and properly used.

A4.2.6. Mandatory visual aids are properly used. Personalized visual aides are encouraged but not necessary. Visual materials should certainly be interesting, but the primary purpose of any visual aid is to portray or support an idea graphically. The visual material should not be exposed/presented until the proper point in the lecture. Materials that are visible too soon, or those that remain in view after the point has been made, distract from and interrupt the continuity of the lecture.

A4.2.7. Appropriate transitions are used to move between main points. Transitions are statements used by the instructor to move from the introduction to the body of the lecture, between main points, between sub-points within each main point, and from the body to the conclusion of the lecture. Transitions signal the trainees that we are progressing to a new point, but they are also important in maintaining the continuity and flow of the information.

#### **A4.3. Body.**

A4.3.1. All material in the lesson plans must be presented in lesson plan sequence, however, it does not need to be word for word from the lesson plan. Instructors may paraphrase the content as long as the lesson intent is maintained.

A4.3.2. Unique terms/acronyms must be explained.

A4.3.3. Repeat trainee questions so everyone can hear.

A4.3.4. Instructors should use varying questioning techniques to enhance the lesson. Use of only overhead or directed questions should be avoided.

A4.3.5. Instructors may carry a portion of the lesson plan while moving around the room, but the lesson plan should not be used as a crutch.

A4.3.6. Instructors may move around the room as a manner to enhance their class. There is no specific direction or method to this movement as long as control is maintained and does not become a distraction to learning.

**A4.4. Conclusion.** The summary should restate the name of the lesson and summarize the main points in a concise manner.

## Attachment 5

### CONDUCTING BMT DORMITORY FORMAT INSTRUCTION GUIDE

**A5.1. PURPOSE.** The following guidelines are intended to standardize the conduct of dormitory format instruction. These guidelines are written for and speak to the MTI. MTIs should read and follow these guidelines to ensure standardized presentations.

**A5.2. Prior to starting class.**

- A5.2.1. Ensure the area you will utilize is setup and prepared.
- A5.2.2. Place all pertinent info on the board (if available).
- A5.2.3. Position flight so all trainees can see and hear.
- A5.2.4. Have all items available necessary to teach the class.
- A5.2.5. Have up-to-date and signed lesson plans on hand.
- A5.2.6. Ensure trainees have reference BMT Study Guide/note taking material.

**A5.3. Preliminary actions** (No specific order):

- A5.3.1. At a minimum.
  - A5.3.1.1. Introduce yourself.
  - A5.3.1.2. Identify waivers. If trainees are restricted from performance, allow them to observe the lesson.
  - A5.3.1.3. Explain emergency evacuation procedures.

**A5.4. Lesson Presentation.**

**A5.4.1. Introduction.**

- A5.4.1.1. **Attention.** Get the trainee's attention and help them focus on the subject and be ready to learn.
- A5.4.1.2. **Motivation.** Engage the trainees on why the lesson is important. Encourage the trainees to develop an interest in the subject. The instructor should make a personal appeal to trainees and reinforce their desire to learn. The appeal may relate the learning to career advancement or to some other need. This motivational appeal should continue throughout the lesson.
- A5.4.1.3. **Overview.** State the name of the lesson and the objective(s) from the lesson plan. Tell the trainees what they will learn, how the lesson will proceed (demonstrate the task, break down the task, apply what is learned, and provide feedback), and how they will be evaluated.
- A5.4.1.4. **Transition.** Transitions signal to the trainees that you are progressing to a new point.

**A5.4.2. Body.**

**A5.4.2.1. 1st Whole Impression.**

- A5.4.2.1.1. State the purpose of the lesson.

A5.4.2.1.2. Display a properly prepared area which sets the standard for performance.

A5.4.2.1.3. State what the trainees are viewing.

**A5.4.2.2. Explain/Demonstrate.**

A5.4.2.2.1. State general instructions from lesson plan.

A5.4.2.2.2. Label container/area stating where item is viewed from.

A5.4.2.2.3. Break the container/area down and rebuild step-by-step in a logical sequence, following the lesson plan.

A5.4.2.3. **2nd Whole impression.** Display a properly prepared container/area matching the 1st whole impression (unless otherwise specified by lesson plan), setting the standard for performance.

A5.4.2.4. Review Lesson Plan (not required).

A5.4.2.5. Questions. Use questions throughout the lesson to enhance learning and assess trainee comprehension. Give the trainees an opportunity to ask questions.

**A5.4.2.6. BMT Form 128, *Recruit Living Area Checklist*.**

A5.4.2.6.1. Present the BMT Form 128 and explain the purpose of the form. Explain the form is primarily for MTI use, but trainees will use it to see and correct their demerits. Emphasize trainees are not to alter the form, such as not torn, written on, destroyed, or folded.

A5.4.2.6.2. Briefly explain the four different areas on the form (recruit living area, clothing drawer, security drawer, and wall locker).

A5.4.2.6.3. Briefly explain the legend on the form.

A5.4.2.6.4. Explain and state the purpose of the different types of inspections and re-evaluations.

A5.4.2.6.5. Briefly explain how trainees pass/fail inspections. Thoroughly explain the demerit system and how many demerits constitute a failed inspection.

A5.4.2.6.6. Focus on the area taught during the lesson such as end of bed display, security drawer, or wall locker, and demerits specific to that container/area.

**A5.4.3. Application.**

A5.4.3.1. Have trainees apply the information learned to properly prepare the container/area.

A5.4.3.2. Make accurate and timely individual and overhead corrections.

**A5.4.4. Conclusion.**

A5.4.4.1. It is allowable to answer questions and, if necessary, clarify/re-demonstrate parts of the lesson at any time during the conclusion to ensure learning takes place.

A5.4.4.2. **Feedback.** Provide constructive feedback on the trainees' performance, highlighting specific and common mistakes that occurred during the application step. End on a positive note.

A5.4.4.3. **Summary.** Re-state the name of the lesson and the objective(s). Briefly summarize the main points (areas essential to the task) in a concise manner.

A5.4.4.4. **Remotivation.** Instill in trainees a desire to retain and use what they have learned. Emphasize the lesson may also provide the foundation for future lessons.

A5.4.4.5. **Assignment.** Assign a task which relates to the material presented such as reviewing BMTSG or practicing during free time.

A5.4.4.6. **Closure.** Ensure trainees recognize the lesson is over.

## Attachment 6

### EVALUATING BMT DORMITORY FORMAT INSTRUCTION GUIDE

**A6.1. PURPOSE.** The following guidelines are intended to standardize the evaluation of dormitory format instruction. These guidelines are written for and speak to the instructor supervisor/evaluator. Instructor supervisors/evaluators should read and follow these guidelines to ensure standardized evaluation of dormitory format instruction.

#### **A6.2. General guidelines.**

A6.2.1. Core values are integrated throughout the lesson.

A6.2.2. Instructor must manage distractions to prevent obstacles to learning.

A6.2.3. Choral responses should be limited to motivational responses without interrupting other classes in the area. Over use of choral responses is distracting and may prevent trainees with questions from being heard.

A6.2.4. RM should be included as identified in the lesson plan. If there are no RM tags identified in the lesson plan, RM is not required.

A6.2.5. General instructional techniques such as natural hand gestures, fluid eye contact, voice characteristics, etc. should be natural and properly used.

A6.2.6. Mandatory visual aids are properly used. Personalized visual aides are encouraged but not necessary. Visual materials should certainly be interesting, but the primary purpose of any visual aid is to portray or support an idea graphically. The visual material should not be exposed/presented until the proper point in the lecture. Materials that are visible too soon, or those that remain in view after the point has been made, distract from and interrupt the continuity of the lecture.

A6.2.7. Appropriate transitions are used to move between main points. Transitions are statements used by the instructor to move from the introduction to the body of the presentation, between main points, between sub-points within each main point, and from the body to the conclusion of the presentation. Transitions signal the trainees that we are progressing to a new point, but they are also important in maintaining the continuity and flow of the information.

A6.2.8. Instructor only briefed the information necessary for the gender being taught.

#### **A6.3. Body.**

A6.3.1. Instructor did not teach during the whole impression. The whole impression's purpose is to demonstrate the container/area.

A6.3.2. The 1st and 2nd whole impression should be identical. Optional items may be included, as long as they are explained that they are optional.

A6.3.3. Gave the trainees ample time to view the whole impression prior to breaking it down.

A6.3.4. After whole impression, items should be set aside as not to create a distraction however, it is not necessary to hide or conceal these items. Moving items out of the work

space satisfies this need. Trainees should be given a task while whole impression is being broken down.

A6.3.5. All material in the lesson plans must be presented in lesson plan sequence, however, it does not need to be word for word from the lesson plan. Instructors may paraphrase the content as long as the lesson intent is maintained.

A6.3.6. Possible demerits and applicable instructions should be discussed during the demonstration.

A6.3.7. Unique terms such as grounded, flush, and aligned must be explained.

A6.3.8. During the explain/demonstrate portion, it is permissible to re-demonstrate if a trainee has a question. All of the trainees' questions should be addressed prior to application so they have a better understanding of how to perform.

A6.3.9. Repeat trainee questions so everyone can hear.

A6.3.10. Instructors should use varying questioning techniques to enhance the lesson. Use of only overhead or directed questions should be avoided.

A6.3.11. Application instructions must include a time limit to complete the task, what to do if they have problems, the chain of command, and specific directions on what to do at the conclusion of the task or time limit.

#### **A6.4. Application.**

A6.4.1. The instructor must move around, observe the trainees perform the task, and make corrections, as necessary.

A6.4.2. The instructor may stop the trainees and re-teach the problem area if there are numerous common mistakes.

A6.4.3. The application does not have a specific structure and can be done in many ways such as "lock-step", "walk-and-talk", or group performance. Most important is the instructors' effectiveness in ensuring control of the lesson, appropriate individual/overhead corrections, active involvement, and ensuring learning is taking place.

#### **A6.5. Conclusion.**

A6.5.1. Instructor provided constructive feedback after the application. Feedback should provide a positive motivation to the trainees. A structured "good-bad-good" format is not required. Focus should be on quality and positive motivation.

A6.5.2. The summary should restate the name of the lesson and summarizes the main points (areas essential to performing the task) in a concise manner.

#### **A6.6. BMT Form 128, *Recruit Living Area Checklist*.**

A6.6.1. General guidelines.

A6.6.1.1. The BMT Form 128 should be covered during the first lesson for which it would apply and during all subsequent dormitory instruction.

A6.6.1.2. Form should be taught in a logical sequence such as top to bottom or left to right.

A6.6.1.3. An example evaluation should be filled out on the visual aid prior to teaching the BMT Form 128.

A6.6.1.4. Instructor used visual aid properly such as they did not talking to form, they positioned the visual aid so all trainees could see, and they removed the visual aid when finished.

A6.6.2. Teaching Requirements:

A6.6.2.1. Present the BMT Form 128 and explained the purpose of the form.

A6.6.2.2. Explain the four different areas on the form (recruit living area, clothing drawer, security drawer, and wall locker) and the legend.

A6.6.2.3. Explain and state the purpose of the different types of inspections and re-evaluations.

A6.6.2.4. Explain how trainees pass/fail inspections. Thoroughly explain the demerit system and how many demerits constitute a failed inspection.

A6.6.2.5. Focus on the area taught during the lesson such as end of bed display, security drawer, or wall locker, and demerits specific to that container/area.

## Attachment 7

### CONDUCTING BMT DRILL FORMAT INSTRUCTION GUIDE

**A7.1. PURPOSE.** The following guidelines are intended to standardize the conduct of drill format instruction. These guidelines are written for and speak to the MTI. MTIs should read and follow these guidelines to ensure standardized presentations.

**A7.2. Prior to starting class.**

A7.2.1. Have trainees ground hydration gear and stack weapons.

A7.2.2. Check heat stress flag condition and adjust training accordingly.

A7.2.3. Position flight in line formation with their backs to the sun.

A7.2.4. Place lesson plans centered six paces away to establish the optimal teaching distance for all the trainees to see and hear.

A7.2.5. Have up-to-date and signed lesson plans on hand.

**A7.3. Preliminary actions** (No specific order).

A7.3.1. At a minimum.

A7.3.1.1. Introduce yourself.

A7.3.1.2. Identify waivers. If trainees are restricted from performance, allow them to observe the lesson.

**A7.4. Lesson Presentation.**

**A7.4.1. Introduction.**

A7.4.1.1. Attention. Get the trainee's attention and help them focus on the subject and be ready to learn.

A7.4.1.2. Motivation. Engage the trainees on why the lesson is important. Encourage the trainees to develop an interest in the subject. The instructor should make a personal appeal to trainees and reinforce their desire to learn. The appeal may relate the learning to career advancement or to some other need. This motivational appeal should continue throughout the lesson.

A7.4.1.3. Overview. State the name of the lesson and the objective(s) from the lesson plan. Tell the trainees what they will learn, how the lesson will proceed (demonstrate the movement, break down the movement, apply what is learned, and provide feedback), and how they will be evaluated.

A7.4.1.4. Transition. Transitions signal to the trainees that you are progressing to a new point.

**A7.4.2. Body.**

**A7.4.2.1. 1st Whole Impression.**

A7.4.2.1.1. State the purpose of the movement.

A7.4.2.1.2. State who you represent for each view.

A7.4.2.1.3. Prior to each demonstration, state what areas of the body to view and specific action areas.

A7.4.2.1.4. Properly demonstrate the movement using command voice characteristics and military bearing. Establish the standard for performance.

A7.4.2.1.5. Demonstrate each movement at least twice; once from the optimum, teaching view and an alternate view to display other important actions of the movement.

**A7.4.2.2. Explain/Demonstrate.**

A7.4.2.2.1. State requirements from lesson plan.

A7.4.2.2.2. State the commands associated with the movement. Explain each type and action required.

A7.4.2.2.3. Break the movement down step-by-step in a logical sequence, following the lesson plan.

A7.4.2.2.4. Teach “by-the-numbers”, if applicable.

A7.4.2.3. **2nd Whole Impression.** Properly demonstrate the movement again, using command voice characteristics and military bearing. Reinforce the standard for performance.

A7.4.2.4. Review lesson plan (not required).

A7.4.2.5. Questions. Use questions throughout the lesson to enhance learning and assess trainee comprehension. Give the trainees an opportunity to ask questions.

**A7.4.3. Application.**

A7.4.3.1. Explain and teach dress, cover interval, and distance (DCID), as applicable.

A7.4.3.2. Teach coach/pupil methodology, as applicable.

A7.4.3.3. Have trainees apply the information learned to properly execute the movement.

A7.4.3.4. Make accurate and timely individual and overhead corrections.

**A7.4.4. Conclusion.**

A7.4.4.1. It is allowable to answer questions and, if necessary, clarify/re-demonstrate parts of the lesson at any time during the conclusion to ensure learning takes place.

A7.4.4.2. **Feedback.** Provide constructive feedback on the trainees’ performance, highlighting specific and common mistakes that occurred during the application step. End on a positive note.

A7.4.4.3. **Summary.** Re-state the name of the lesson and the objective(s). Briefly summarize the main points (areas essential to performing the movement) in a concise manner.

A7.4.4.4. **Remotivation.** Instill in trainees a desire to retain and use what they have learned. Emphasize the lesson may also provide the groundwork for future lessons.

A7.4.4.5. **Assignment.** Assign a task which relates to the material presented such as reviewing the BMTSG or practicing during free time.

A7.4.4.6. **Closure.** Ensure trainees recognize the lesson is over

## Attachment 8

### EVALUATING BMT DRILL FORMAT INSTRUCTION GUIDE

**A8.1. PURPOSE.** The following guidelines are intended to standardize the evaluation of drill format instruction. These guidelines are written for and speak to the instructor supervisor/evaluator. Instructor supervisors/evaluators should read and follow these guidelines to ensure standardized evaluation of drill format instruction.

#### **A8.2. General guidelines.**

A8.2.1. Core values are integrated throughout the lesson.

A8.2.2. Instructor must manage distractions to prevent obstacles to learning.

A8.2.3. Choral responses should be limited to motivational responses without interrupting other classes in the area. Over use of choral responses is distracting and may prevent trainees with questions from being heard.

A8.2.4. After the flight has been taught “forward, march”, only formal cadence can be used in lessons.

A8.2.5. RM should be included as identified in the lesson plan. If there are no RM tags identified in the lesson plan, RM is not required.

A8.2.6. General instructional techniques such as natural hand gestures, fluid eye contact, voice characteristics, etc. should be natural and properly used.

A8.2.7. Appropriate transitions are used to move between main points. Transitions are statements used by the instructor to move from the introduction to the body of the lecture, between main points, between sub-points within each main point, and from the body to the conclusion of the lecture. Transitions signal the trainees that we are progressing to a new point, but they are also important in maintaining the continuity and flow of the information.

#### **A8.3. Body.**

A8.3.1. Instructor did not teach during the whole impression. The whole impression’s purpose is to demonstrate the movement.

A8.3.2. When demonstrating the movement, the instructor was at least six paces away and centered the action on the flight so everyone could see and hear.

A8.3.3. Commands were given using proper command voice and characteristics.

A8.3.4. Gave the trainees ample time to view the whole impression prior to breaking it down.

A8.3.5. The instructor begins the explain/demonstrate by explaining and demonstrating the movements requirements (e.g.: I am standing/halted at the position of attention).

A8.3.6. The first view from the whole impression is the view used during the explain/demonstrate portion.

A8.3.7. During the explain/demonstrate portion, it is permissible to re-demonstrate if a trainee has a question. All of the trainees’ questions should be addressed prior to application so they have a better understanding of how to perform.

A8.3.8. The instructor will demonstrate the “how” before trainees are used. Trainees can be used as visual aids at anytime.

A8.3.9. Guidon procedures applicable to each movement may be taught; however, during application, the guide will not use the guidon for individual drill movements.

A8.3.10. Repeat trainee questions so everyone can hear.

A8.3.11. Instructors should use varying questioning techniques to enhance the lesson. Use of only overhead or directed questions should be avoided.

#### **A8.4. Application.**

A8.4.1. Flight must be sized prior to beginning application.

A8.4.2. If the drill movement changes the flights formation or when DCID is required to be taught, practice the movement in each of the formations during application (e.g. left flank, to the rear).

A8.4.3. The instructor must move around, observe the trainees perform the task from differing vantages, and make corrections, as necessary.

A8.4.4. Instructor must stand or march at attention and use proper command voice when giving commands.

A8.4.5. The instructor may stop the trainees and re-teach the problem area if there are numerous common mistakes.

A8.4.6. The application does not have a specific structure and can be done in many ways such as “lock-step”, “walk-and-talk”, or group performance. Most important is the instructors’ effectiveness in ensuring control of the lesson, appropriate individual/overhead corrections, active involvement, and ensuring learning is taking place.

#### **A8.5. Conclusion.**

A8.5.1. Instructor provided constructive feedback after the application. Feedback should provide a positive motivation to the trainees. A structured “good-bad-good” format is not required. Focus should be on quality and positive motivation.

A8.5.2. The summary should restate the name of the lesson and summarizes the main points (areas essential to performing the movement) in a concise manner

**Attachment 9****AETC FORM 10 INSTRUCTIONS**

**A9.1. PURPOSE.** Use the following instructions when completing the AETC Form 10. **Note:** When this form is used as a continuation sheet, enter the name in Section I and enter "continuation sheet # (give number)." in Organization. When re-accomplishing forms, enter all information from previous form.

**A9.2. INSTRUCTOR IDENTIFICATION/MASTER INSTRUCTOR DATA.**

A9.2.1. **NAME.** Self-explanatory.

A9.2.2. **SERVICE.** Enter branch of service (USAF, USMC, USA, USN, DAF, etc.).

A9.2.3. **GRADE.** Enter grade (Capt, TSgt, GS-9, etc.).

A9.2.4. **ORGANIZATION.** Enter organization and office symbol (Example: 33X TRS/ABC).

A9.2.5. **AFSC/MOS/NEC/CIV OCC CODE.** Enter duty AFSC (DAFSC), MOS, NEC, or civilian occupation code (series).

A9.2.6. **INTERNSHIP COMPLETION DATE (CCAF instructors only).** Enter the date the teaching internship completed.

A9.2.7. **DATE MASTER INSTR RQMTS COMPLETED.** Enter the date the instructor supervisor verifies master instructor nomination package is complete. **Note:** Leave blank if previously awarded master instructor.

A9.2.8. **DATE MASTER INSTRUCTOR AWARDED.** Enter the date master instructor awarded from the AETC Form 630, *Master Instructor Certificate*.

**A9.3. ASSIGNED COURSES.**

A9.3.1. **COURSE NUMBER.** Enter the course number. **Note:** Re-qualification requires a new entry.

A9.3.2. **COURSE TITLE.** Enter the course title.

A9.3.3. **BLOCK.** Enter the block number the instructor is qualified to teach.

A9.3.4. **DATE ASSIGNED.** Enter date the supervisor certified the instructor as qualified to teach the specific block listed.

A9.3.5. **DATE REMOVED.** Enter the date when the instructor is no longer qualified to teach the specific block of the course.

**A9.4. SUBJECT MATTER TESTING/VERIFICATION.**

A9.4.1. Complete annual subject-matter testing (SMT) for each block of each course in which the instructor is qualified as documented in Section II of this form. **Note:** Instructor supervisors are responsible for ensuring instructors' competency and currency in all blocks for which they are qualified to teach.

A9.4.2. **COURSE NUMBER/BLOCK.** Enter the course and block number for the SMT completed. Use one line entry for each SMT.

A9.4.3. **DATE.** Enter date the SMT was administered. **Note:** SMT is completed at least once every 365 days, beginning from the qualification date. Do not exceed the 365 day interval between testing or verification.

A9.4.4. **TYPE.** Enter "I" for initial testing, "A" for annual testing, or "R" for random testing. Enter "W" for written or "P" for performance. Example: I-P for initial performance, A-W for annual written, R-P for random performance. **Note:** Random testing is any test not conducted as part of TQ or the annual requirement, to include retesting following remediation. If retesting following remediation, add "r" to testing code; e.g. A-Wr.

A9.4.5. **RATING.** Enter the percentage score for written tests. Enter "SAT" or "UN" if written test is not used. **Note:** Ensure the date removed from the specific block and requalification dates are entered in Section II.

A9.4.6. **EVALUATOR SIGNATURE.** Supervisors enter their digital signature certifying the SMT entry. Instructor supervisors re-accomplishing the AETC Form 10 will sign to certify that the information transferred is accurate.

**A9.5. MILITARY TRAINING COURSES ATTENDED/LOCAL TRAINING.** Enter course number, course title, date completed, and course hours.

**A9.6. AWARDS, LICENSURES, AND CERTIFICATIONS.**

A9.6.1. Enter any awards received, licensures and/or certifications held.

A9.6.2. **DESCRIPTION.** Enter awarding organization and description of award.

A9.6.3. **DATE RECEIVED.** Enter date awarded.

## ATTACHMENT 10

## MASTER INSTRUCTOR (MI) NOMINATION PACKAGE TEMPLATE

Table A10.1. Master Instructor (MI) Nomination Package Template.

Master Instructor Nomination Package			
Name:	_____	Rank:	_____
Organization:	_____		
<b>1. Date of Nomination Submission:</b> _____			
Current Duty Assignment:	_____		
MTIS Graduation Date:	_____	Initial Teaching Qualification Date:	_____
<b>2. Highest Degree Awarded:</b> _____			
College or University:	_____		
Date Degree Awarded:	_____		
<i>(Attach transcripts)</i>			
<b>3. Continuing Education</b>	<b>Course</b>	<b>Hours</b>	<b>Date</b>
Counseling	_____	_____	_____
Psychology	_____	_____	_____
Academic and Performance Measurement	_____	_____	_____
Communication Skills	_____	_____	_____
Instructional System Design	_____	_____	_____
Other education	_____	_____	_____
<i>(Attach transcripts)</i>			
<b>4. Professional Projects Completion Date</b> (80 Hours)			
<i>(Attach Professional Project Log, signed by Project Managers)</i>			
<b>5. Date Completed Teaching Experience:</b> _____			
<i>(Attach flight commander certified MTI Teaching Experience Worksheet or STARS-FD Log)</i>			
<b>6. Instructor Evaluations:</b> <i>(Last three evaluations - "Excellent" or higher for AETC Form 281)</i>			
Date:	_____	Rating:	_____
Date:	_____	Rating:	_____
Date:	_____	Rating:	_____
<b>7. Master Instructor Evaluation:</b> <i>(Attach the AETC Form 281)</i>			
Squadron Commander Nomination:	_____		
<i>(Name, Rank, Signature, Date)</i>			
MI Program Manager Review:	_____		
<i>(Name, Rank, Signature, Date)</i>			
Group Commander Approval/Disapproval:	_____		
<i>(Name, Rank, Signature, Date)</i>			
<b>NOTE:</b> The MI program manager will schedule the Master Instructor evaluation and maintain all nomination packages.			

## ATTACHMENT 11

## MASTER INSTRUCTOR PROJECT REQUEST/APPROVAL LETTER TEMPLATE

Figure A11.1. Master Instructor Project Request/Approval Letter Template.

<p>MEMORANDUM FOR MASTER INSTRUCTOR (FUNCTIONAL AREA) PROJECT</p> <p>FROM: MTI's Rank and Name Squadron JBSA Lackland AFB TX 78236-5511</p> <p>SUBJECT: Master Instructor Professional Project</p> <p>1. Request approval to begin work on the following project:</p> <ol style="list-style-type: none"> <li>Project Name:</li> <li>Project Description:</li> <li>Project Requirements/Deliverables: Provide a log of dates/time actually spent producing deliverables.</li> <li>Project Completion Timeline and Contact Time To Be Awarded: Completion timeline: X days after project approval.</li> <li>Contact time to be awarded: Up to X hours depending on the quality of the deliverables.</li> <li>Project Manager's Name/Office Symbol:</li> <li>Project Mentor's Name/Office Symbol:</li> </ol> <p>2. I agree to provide two copies of written project deliverables to the Functional Area Project Supervisor (one for the Project Supervisor and the other for Training Director; and understand I will receive credit only after the report is accepted by the Project Manager as meeting <u>all quality requirements</u> which include commonly accepted standards for professional writing and applicable standards contained in the AFMAN 36-2236, <i>Guidebook for Air Force Instructors</i>.</p> <p style="text-align: center;">MTI Signature Block/Squadron</p> <p>1st Ind, Functional Area Project Supervisor MEMORANDUM FOR 737 TRG/TD</p> <p>Recommend project approval. Upon successful completion, I will certify project acceptance by signing the applicant's Master Instructor Program log.</p> <p style="text-align: center;">Functional Area Project Supervisor Signature Block</p> <p>2nd Ind, 737 TRG/TD</p> <p>MEMORANDUM FOR 737 TRSS/CC</p> <p>Project request approved/disapproved. Please have the 737 TRSS Program Manager assign the project, effective this date, and manage/track progress through completion.</p> <p style="text-align: center;">737th Training Group Training Director Signature Block</p>
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ATTACHMENT 12

MASTER INSTRUCTOR PROFESSIONAL PROJECT LOG TEMPLATE

Table A12.1. Master Instructor Professional Project Log Template.

Instructor Name: _____			
Date Completed	Project Description	Hours Awarded	Functional Area Project Manager Certifies Project Completion With Signature
Total Hours			

ATTACHMENT 13

MASTER INSTRUCTOR TEACHING EXPERIENCE WORKSHEET TEMPLATE

Table A13.1. Master Instructor Teaching Experience Worksheet Template.

Instructor Name: _____			
Date Completed	Instructional Area	Hours	Flight Commander Signature
Total Hours			

## ATTACHMENT 14

MASTER MILITARY TRAINING INSTRUCTOR (MMTI) NOMINATION PACKAGE  
TEMPLATEFigure A14.1. Master Military Training Instructor (MMTI) Nomination Package  
Template.

<b>Name:</b> _____	<b>Rank:</b> _____	<b>Organization:</b> _____
1. Most recent AF Fitness Test:    Score: _____ Date: _____		
2. Awarded Master Instructor: Date: _____		
3. Meet the requirements of the AFECD. <b>Note:</b> All records of disciplinary actions will be forwarded with this package for approving official's review.		
4. Average on-time graduation rate, IAW AETCI 36-2642, of 85% or higher for a minimum of 3 flights as Team Chief in current assignment. (YES/NO)		
5. Excellent or higher on last three consecutive instructor evaluations (AETC Form 281). (YES/NO)		
6. Satisfactory (pass/fail) results for MTI subject matter proficiency verification. (YES/NO)		
7. Scored a 90% or higher on a comprehensive written proficiency test. (YES/NO)		
Date 1st attempt: _____	Score: _____	
Date 2nd attempt: _____	Score: _____	
Date 3rd attempt: _____	Score: _____	
Squadron Commander Nomination: _____ (Squadron Commander, Name, Rank, Signature, Date)		
MMTI Program Manager Review: _____ (Program Manager, Name, Rank, Signature, Date)		
Group Commander Approval/Disapproval: _____ (Name, Rank, Signature, Date)		

**A14.1. NOTE:** MMTI Program Manager maintains a final record of this nomination package of those awarded the MMTI as well as eligible nominees for re-evaluation in subsequent quarterly validations.