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COMMAND**



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**FACULTY DEVELOPMENT AND MASTER
INSTRUCTOR PROGRAMS**

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This instruction implements AFPD 36-26, *Total Force Development*. It contains procedural guidance and responsibilities for planning, conducting, and documenting training for instructors and instructional support personnel assigned to basic military and technical training. Guidance applies to instructors who teach formal technical training courses, 737th Training Group (TRG) Readiness and Emergency Management instructors, and training support personnel who perform related instructional functions in Air Education and Training Command (AETC) organizations aligned under Air University (AU), Maxwell AFB AL and 2d Air Force (2 AF), Keesler AFB MS.

The 737 TRG Readiness and Emergency Management instructors will comply with this instruction, except CCAF requirements outlined in Section B, paragraph 21.5. and paragraph 22.2. The 737 TRG will comply with Section M for support personnel. Community College of the Air Force (CCAF) guidelines in this instruction apply to the 737 TRG Military Training

Instructor School, a CCAF-affiliated school. This policy does not apply to military training instructors (MTI) teaching Basic Military Training (BMT).

The 937 TRG enlisted medical courses taught on the Medical Education and Training Campus (METC) at Joint Base San Antonio (JBSA) Fort Sam Houston TX will comply only with paragraph 14.2. The 937 TRG Air Force-only Medical Officer and Medical Readiness courses will comply with this instruction in its entirety. The 937 TRG will comply with Section L for instructors, instructor supervisors, and intermediate supervisors, and Section M for support personnel.

CCAF requirements outlined in Section B, paragraph 21.5, and paragraph 22.2 do not apply the Inter-American Air Forces Academy (IAAFA).

AU technical training consists of the chaplain assistant specialty courses.

Continuing accreditation of CCAF through AU by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC), is the basis for certain requirements in this instruction. Additionally, Section L contains guidance on conducting master instructor programs for technical training personnel. References to training squadrons include geographically separated units (GSU). The term GSU includes detachments and operating locations.

This instruction applies to all the Air Force Reserve Command (AFRC) and Air National Guard personnel or units attached to AETC in support of technical training.

This instruction does not apply to other service instructors teaching service specific courses on Air Force installations unless specified by applicable memorandum of agreement.

Commanders responsible for implementing this instruction may supplement this instruction to establish specific implementing procedures. All 2 AF units will send waiver requests, recommended changes, and proposed supplements through their training group or wing and 2 AF with a courtesy copy to HQ AETC/A3PV. 2 AF will then forward inputs to HQ AETC/A3PV for final coordination on supplements and disposition of waivers by HQ AETC/A3P. Refer recommended changes to this publication to the Office of Primary Responsibility (OPR) using the AF Form 847, *Recommendation for Change of Publication*; route AF Forms 847 from the field through the numbered Air Force. Submit requests for waivers to any requirement stated in this instruction in accordance with guidance in AFI 33-360, *Publications and Forms Management*. Address waiver requests to HQ AETC/A3P. Waiver requests must identify the specific policy requirement to be waived and adverse impact on the mission caused by compliance with the policy requirements. **Note:** A waiver remains in effect until the approving official cancels it in writing, the publication is revised, or the waiver expires. When the publication is revised, the requester must renew the waiver.

Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with Air Force Manual (AFMAN) 33-363, *Management of Records*, and disposed of in accordance with Air Force Records Disposition Schedule (RDS) located in the Air Force Records Information Management System (AFRIMS). See Attachment 1 for a glossary of references and supporting information used in this publication.

(SHEPPARDAFB) AETCI 36-2202, *Faculty Development and Master Instructor Programs*, 23 May 2012, Incorporating Change 1, 2 April 2014 is supplemented as follows:

SUMMARY OF CHANGES

This interim change updates applicability of this policy; deletes specific course training plan processing (processes moved to AETCI 36-2203)(paragraphs 4.3.2.5, 4.3.2.5.1-4.3.2.5.3, 4.3.2.6); deletes 2 AF faculty development functional manager responsibilities to review and approve course documents (responsibilities moved to AETCI 36-2203)(paragraph 5.3.4); adds specific criteria for retention of T-prefix (paragraph 10.3-10.5); clarifies responsibilities for award and removal of T-prefix (paragraph 11.2-11.3.2); deletes reference to BMT personnel (paragraph 15.2, 16.1); revised paragraphs 18-18.2 to remove reference to MTI; deletes reference to BMT instructors (paragraph 20); removed reference to Instructor Assistant (paragraph 21.5.3.3); adds requirement for instructors to maintain high standards of conduct, integrity and professionalism (paragraph 21.6); adds guidance for removing instructors from duty pending investigation (paragraph 21.7); clarifies establishment of instructor records (paragraphs 22.1.1, 22.1.2); clarifies disposition of instructors deployed or assigned to extended TDY (22.1.3); deletes note referring to BMT personnel (paragraph 24); updates courses required prior to being assigned to a course development project (paragraph 24.4); clarifies training requirements for Military Working Dog (MWD) course trainers (paragraph 27); revises evaluation requirements for teaching internship (paragraph 30.4.1); revises Air Force doctrine requirements for teaching internship (paragraphs 30.5-30.5.2.3); revises initial teaching qualification process (paragraphs 34.3.2, 34.3.5, 34.3.6, 34.4); revises subsequent teaching qualification process (paragraphs 36.2-36.2.1.2, 36.3); redefines qualification date based on revised teaching qualification process (paragraph 37.2); deletes reference to qualification evaluation (paragraphs 44.1, 45.3); clarifies instructor evaluation schedule and schedule guidance (paragraphs 46-46.2.2); clarifies evaluation documentation for CCAF instructors (paragraph 47.1); clarified continuation training requirements for MWD trainers (paragraph 50.2); deletes BMT requirement (paragraph 48.5); deletes reference to BMT personnel (paragraph 50.3); Updates Section L title; clarifies purpose of master instructor program (paragraph 53); removes BMT instructors from master instructor program eligibility (paragraph 54.1); clarifies master instructor continuing education criteria (paragraph 55.3); clarifies applicability of other courses to master instructor program and approval authority (paragraph 55.3.6); deletes reference to BMT personnel (paragraph 55.4.2); deletes requirement for HQ AETC/A3PV to approve other courses (paragraph 57.2); updates references, forms, acronyms and terms in Attachment 1; and updates required and recommended courses in Attachment 3.

(SHEPPARDAFB) This document is significantly revised and must be reviewed. This revision is based on AETCI 36-2202, 23 May 2012; Incorporating Change 1, 2 April 2014.

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Section A—Faculty Development Units

1. Mission. Faculty development units provide job preparation and continuation training related to specific job functions of personnel assigned to technical training schools. These personnel

include instructors who teach training courses; support personnel who develop, manage, and evaluate training programs; and specific commanders in training organizations.

2. Teaching and Learning Technology Training. Faculty development units provide training that prepares and supports faculty in the use of instructional technology. Instructors are trained to integrate technology in and out of the classroom, while curriculum development managers are trained to be knowledgeable of technological advances in training delivery and to effectively apply the instructional systems development (ISD) process throughout the analysis, design, development, implementation, and evaluation of technology-based training.

3. Technical Training Management System (TTMS) Training. TTMS includes an integrated suite of software tools currently used for course analysis, design, development, documentation, evaluation, and student administration, as well as the hardware infrastructure used to support these software applications. Faculty assigned to technical training groups will receive standardized training on the system in order to comply with the utilization requirements of this technology found in AETCI 36-2203, *Technical and Basic Military Training Development*, and AETCI 36-2215, *Technical and Basic Military Training Administration*.

4. Faculty Development Management. A faculty development executive council (FDEC), a faculty development working group (FDWG), and a 2 AF faculty development functional manager (2 AF Fac D FM) provide management oversight of AETC faculty development. The FDEC and FDWG establish the structure and processes for the professional development of faculty and staff members in the technical training environment. Education and training needs are determined by the FDEC and FDWG in a forum comparable to a utilization and training workshop. The functional manager aligns the activities of the FDEC and FDWG with the AETC vision and 2 AF goals.

4.1. Faculty Development Executive Council (FDEC):

4.1.1. The FDEC provides management oversight and shapes the vision for educating and training AETC technical training faculty and staff members. The FDEC reviews and approves the recommendations of the FDWG. The FDEC will meet at least annually. The 2 AF Fac D FM will schedule the executive council meeting.

4.1.2. The FDEC consists of the 2 AF Fac D FM, the 381st Training Group (381 TRG) training director, and one training director from each training wing. The 2 AF Fac D FM and the training directors are the voting members of the FDEC. **Note:** Training wings with more than one training group will designate one training director to represent the wing as the voting member. The training pipeline manager (TPM) for faculty development courses, technical training policy administrator, and a faculty development flight chief representing each training wing and the 381 TRG attend as advisors.

4.1.2.1. The 2 AF Fac D FM chairs the FDEC, providing input to technical training faculty and staff development and training requirements.

4.1.2.2. The training directors serve as the functional representative for technical training faculty and staff, providing oversight and identifying specific development and training requirements.

4.2. Faculty Development Working Group (FDWG):

4.2.1. The FDWG provides the collective expertise required to ensure faculty and staff training is synchronized with the strategic vision and goals for future Air Force training. The FDWG reviews and analyzes feedback data, occupational surveys, and other inputs to identify training requirements for technical training faculty and staff.

4.2.2. The FDWG consists of the 2 AF Fac D FM, the TPM, technical training policy administrator, and the faculty development chief and subject-matter experts representing each training wing and the 381 TRG.

4.2.2.1. The 2 AF Fac D FM co-chairs the FDWG, providing input to technical training faculty and staff development and training requirements. The 2 AF Fac D FM also provides guidance for standardized course development projects.

4.2.2.2. The TPM co-chairs the FDWG and provides input on faculty and staff development resource and training requirements.

4.2.2.3. The faculty development chiefs provide input on technical training faculty and staff development and training functions. The faculty development chiefs also provide flight-level management of course development projects.

4.2.2.4. The technical training policy administrator and faculty development subject-matter experts serve as advisors to the FDWG.

4.2.3. The 2 AF Fac D FM and the faculty development chiefs are the voting members of the FDWG. The 2 AF Fac D FM has final decision authority over issues that cannot be resolved through collaboration and consensus.

4.2.4. FDWG process includes the following activities:

4.2.4.1. The FDWG will:

4.2.4.1.1. Meet with the FDEC at least annually and will convene ad hoc sessions as required in support of the technical training mission. The 2 AF Fac D FM will conduct, at a minimum, quarterly or teleconferences with the FDWG and others as necessary to address specific areas of concern and enhance communication and support between each faculty development unit.

4.2.4.1.2. Analyze validation summaries, course reviews, student feedback, feedback from instructor supervisors and training development chiefs, inspection reports, annual trend analysis reports, and other requirement inputs prior to the annual FDEC meeting. Results of this analysis will be used to determine if a revision to existing courses or new course development is warranted.

4.2.4.1.3. Assign a training wing or group prime center responsibility for specific standardized faculty development courses.

4.2.4.1.4. Review all standardized and nonstandardized courses.

4.2.4.1.5. Review the course training standard for standardized courses, along with the analysis results, and identify changes necessary to the courses.

4.2.4.1.6. Review standardized courses and identify candidates for conversion to distance learning delivery.

4.2.4.1.7. Review nonstandardized courses for applicability across AETC as

standardized courses.

4.2.4.1.8. Identify training requirements needed to meet new educational theory and technological advances and determine the way ahead to meet these requirements.

4.2.4.2. Forward requests for new or revised faculty development training to the 2 AF Fac D FM and TPM for review and action as appropriate. The 2 AF Fac D FM and TPM may schedule the FDWG to meet either in person or through teleconference to address requests for new or revised training.

4.2.4.3. The TPM works to identify and secure resources needed to support new faculty development training requirements.

4.2.4.4. The 2 AF Fac D FM and TPM prepare comprehensive minutes of the FDWG meeting. The 2 AF Fac D FM prepares development taskings for standardized courses and distributes them to the prime and collateral faculty development units with a copy to the TPM.

4.3. **Course Development Process for Standardized Faculty Development Courses:**

4.3.1. **General:**

4.3.1.1. **Standardized Faculty Development Courses.** Standardized faculty and staff training should be generic in nature to facilitate cross utilization of instructor and quota resources. Information in these courses will be taken from applicable Air Force and AETC publications. Standardized faculty development courses are jointly designed and developed to fulfill the educational and performance needs of instructors, instructor supervisors, curriculum development managers, and other training support personnel across AETC as identified by the FDEC and FDWG. These courses are developed in accordance with AETCI 36-2203 and specific instructions in this publication. This publication takes precedence when processes in this publication pertaining to standardized faculty development courses conflict with AETCI 36-2203.

4.3.1.2. **Standardized Course Control Documents.** Standardized course control documents for faculty development courses consist of the course training standard, course chart, plan of instruction (including major teaching steps), and measurement plan. The lesson plan part II (teaching guide) will be standardized to the major teaching steps.

4.3.2. **Course Development Process:**

4.3.2.1. The 2 AF Fac D FM issues the development tasking to the prime and collateral faculty development units based on the needs identified by the FDWG, validated by the FDEC, and documented in the working group/executive council minutes.

4.3.2.2. The prime faculty development unit is responsible for developing the standardized course control documents for the assigned courses. The prime unit works in collaboration with the collateral faculty development units for input, review, and coordination on all course documents. The 2 AF Fac D FM has the final decision authority over issues that cannot be resolved through collaboration and consensus.

4.3.2.3. The prime unit will develop and provide template documents for measurement items, lesson plan part II (below the major teaching steps), and student instructional materials, such as study guides, handouts, multimedia, and audiovisual aids for the assigned courses. Collateral units may modify these template documents to meet local needs. Modifications based on local supplement guidance should be identified as such.

4.3.2.4. The 2 AF Fac D FM will review and approve all standardized course training standards, course charts, plans of instruction, and measurement plans.

4.3.2.5. DELETED.

4.3.2.5.1. DELETED.

4.3.2.5.2. DELETED.

4.3.2.5.3. DELETED.

4.3.2.6. DELETED.

4.3.2.7. The prime faculty development unit will provide copies of the approved training plan and certification memorandum to all collateral faculty development units.

4.3.2.8. Faculty development units will post approved course control documents and course materials for standardized and nonstandardized courses. The 2 AF Fac D FM will provide detailed instructions on procedures for posting course control documents and course materials.

4.3.2.9. Faculty development units provide training management for assigned standardized courses and any nonstandard (locally developed) courses.

4.3.3. Functions and Responsibilities. Attachment 2 outlines the functions and responsibilities for HQ AETC, 2 AF Fac D FM, group training directors, and faculty development units within the course development process for standardized faculty development courses.

4.3.4. Required and Recommended Courses. Required and recommended faculty development courses are identified in Attachment 3, Table A3.1.

5. Responsibilities:

5.1. The TPM:

5.1.1. Serves as advisor to FDEC and as co-chair of the FDWG.

5.1.2. Provides input on faculty and staff development resource and training requirements.

5.2. The technical training policy administrator serves as an advisor to the FDEC and FDWG.

5.3. The 2 AF Fac D FM:

5.3.1. Serves as chair and voting member of the FDEC.

5.3.2. Serves as co-chair and voting member of the FDWG.

5.3.3. Provides input to technical training faculty and staff development and training requirements.

5.3.4. DELETED.

5.3.5. Provides recommendations to and coordinates on policies impacting faculty development training.

5.3.6. Provides detailed instructions on procedures for posting course control documents and course materials.

5.4. Training directors are voting members of the FDEC and serve as the functional representative for technical training faculty and staff, identifying specific development and training requirements.

5.5. Faculty development flight chiefs:

5.5.1. Serve as advisors to the FDEC.

5.5.2. Serve as voting members of the FDWG, providing input on technical training faculty and staff training functions and assisting in identifying training needs.

5.5.3. Provide flight-level management of course development projects.

5.6. Faculty development units:

5.6.1. Provide initial training courses to prepare new instructors and staff to perform initial duties.

5.6.2. Provide professional development and continuation training courses to enable instructors and training support staff to develop new skills to perform assigned tasks.

5.6.3. Provide standardized faculty development courses listed in Attachment 3, as assigned.

5.6.4. Ensure nonstandardized courses are made available to faculty and support staff across the command.

5.6.5. Train instructors to manage and be proficient in an interactive learning environment, including skills to transition between traditional and nontraditional methods of instruction. Training will include the use of teaching and learning technology available within the training groups, such as interactive video teletraining, interactive multimedia instruction (IMI), virtual reality technology, and webinar.

5.6.6. Provide faculty training on the use of TTMS or other approved learning content management system used in course design, development, documentation, evaluation, and student administration, as available.

5.6.7. Stay abreast of new technologies being incorporated into Air Force courses and identify training needs related to these new technologies for instructors, curriculum development managers, and other personnel in the group or wing.

5.6.8. Collaborate with the instructional technology unit to analyze new and existing faculty development courses, determine the most appropriate delivery mode, and stay abreast of the latest learning technologies available for use by instructors in the

classroom; for example, interactive presentation systems, electronic podiums, electronic testing and analysis, advanced software applications, and digital overhead cameras.

5.6.9. Integrate teaching and learning technology into the Basic Instructor Course (BIC) and other professional development and continuation training courses, as applicable.

5.6.10. Develop and present courses by the most effective and cost-efficient means.

5.6.11. Maintain a copy of course control documents for all courses taught. Standardized course control documents posted in accordance with 2 AF procedures will be considered the record set for that course. Prime faculty development units are responsible for ensuring updates to standardized course control documents are distributed, as appropriate.

5.6.12. Provide course change requests to the prime and collateral faculty development units, as applicable. Prime faculty development units will coordinate comments and feedback on the change requests, make appropriate corrections to the affected course control documents and materials, and provide the corrected documents and materials to the collateral faculty development units for implementation.

5.6.13. Make course control documents and course materials for locally developed courses available for use by other training groups or wings.

5.6.14. Conduct course reviews in accordance with AETCI 36-2203.

Section B—Community College of the Air Force (CCAF)

6. CCAF Affiliation. The process of affiliation identifies and describes service schools and educational organizations within the CCAF system. Affiliated schools teach collegiate-level courses contributing to CCAF degree programs, and affiliation enables those schools to mutually share the benefits and responsibilities of the regional accreditation held by CCAF as part of AU. CCAF-affiliated AETC schools must adhere to all requirements outlined in this instruction and in the *CCAF Campus Affiliations Policies, Procedures, and Guidelines (PPG)*, found at https://ccaf.maxwell.af.mil/nonpub/ccaf_pdf/dec/PPG.pdf (hereafter referred to as the CCAF PPG), to ensure the school maintains the quality standards for affiliation and supports the institutional integrity and accreditation of CCAF. The training group, or equivalent, within AETC technical training is synonymous with the term school as used in the PPG.

6. (SHEPPARDAFB) The PPG can be accessed in STARS-FD Toolbox.

7. Designating CCAF Courses. CCAF is the OPR for identifying degree-applicable courses. Training managers within affiliated schools forward revised and modified course control documents (plan of instruction and course charts) to CCAF for evaluation.

8. Student Transcript, Administration, and Record System – Faculty Database (STARS-FD). STARS-FD is a CCAF web-based system providing “real-time” faculty documentation. AETC affiliated schools and candidate schools must use STARS-FD to record credentialing information for CCAF faculty. Refer to the CCAF PPG and STARS-FD user manual for more information on documenting each tab of the instructor record. The STARS-FD user manual is available online for viewing and downloading in the Toolbox section of STARS-FD.

9. Responsibilities:

9.1. Training groups or wing will:

9.1.1. Designate, in writing, in addition to the CCAF PPG-mandated affiliated school liaison (ASL), points of contact (POC) within the wing, groups, and/or squadrons to assist the ASL in managing CCAF program requirements.

9.1.1.1. The ASL will provide training to designated POC and instructor supervisors in the use of STARS-FD and the PPG. POC and instructor supervisors may attend the ASL workshop conducted by CCAF.

9.1.1.2. The POC will establish procedures to oversee faculty qualification documentation throughout their assigned training squadrons and/or flights. The POC must work through the group ASL to resolve issues with instructor documentation in STARS-FD.

9.2. Ensure each classroom or lab where a CCAF course is taught is identified as a CCAF classroom.

Section C—Prefix T Positions

10. Purpose of Prefix T. The Air Force specialty code (AFSC) prefix T identifies positions on manpower documents, as well as enlisted airmen and officers serving in, qualified to serve in, or receiving formal instructor training to qualify to serve in formal training instructor positions.

10.1. Do not place personnel in a prefix T position who do not meet the criteria in paragraph 10 or are not designated to receive instructor training and perform teaching duties as their primary function.

10.2. Prefix T should not be assigned to a non-instructor position for purposes of controlling the period of assignment in the job.

10.3. The following criteria may serve as the basis for removal of the T-prefix for AETC officer and enlisted instructors:

10.3.1. Any record of emotional instability, personality disorder, or other unresolved mental health problems that will interfere with performing formal training instructor duties.

10.3.2. Any record of substance abuse.

10.3.3. Any record of substantiated domestic violence or child abuse.

10.3.4. Any record of courts-martial, non-judicial punishment, or administrative action (Letter of Reprimand, Letter of Admonishment, Letter of Counseling, or Record of Individual Counseling) based on sexual assault, sexual harassment, trainee abuse, or unprofessional or inappropriate relationship as defined in AFI 36-2909, *Professional and Unprofessional Relationships*, and/or AETCI 36-2909, *Recruiting, Education, and Training Standards of Conduct*.

10.3.5. Any record of courts-martial, non-judicial punishment, or Letter of Reprimand for financial irresponsibility.

10.3.6. Any record of courts-martial, non-judicial punishment, or administrative action (Letter of Reprimand, Letter of Admonishment, Letter of Counseling, or Record of Individual Counseling) reflecting a lack of character or behavioral/emotional control.

10.3.7. Any conviction by general, special, or summary courts-martial.

10.3.8. Any conviction by a civilian court of Category 1, 2, or 3 offenses, or exceeding the accepted number of Category 4 offenses. Note: Category 3 and 4 traffic offenses alone are not disqualifying. Categories of offenses are described and listed in AFI 36-2002, *Regular Air Force and Special Category Accessions*, Attachment 3.

10.3.9. Having been permanently decertified from AETC formal instructor duties.

10.3.10. Failure to possess an AFSC and skill level commensurate with the instructor position assigned and/or successfully complete an instructor training course. **Note:** Military Working Dog (MWD) course trainers complete instructor training through OJT.

10.4. The personnel system does not permit carrying prefixes J and T concurrently. Personnel filling full-time instructor positions in specialized courses that are authorized parachute duty will use the prefix J. The criteria in paragraphs 10.3.1.-10.3.10 apply to instructors in these positions. Prefix J and T instructors will be afforded equal consideration for training necessary to perform instructor duties.

10.5. Refer to the Air Force Enlisted Classification Directory (AFECD) or Air Force Officer Classification Directory (AFOCD), located on the Air Force Personnel Center (AFPC) website, for additional information on prefix T.

10.6. For detailed information regarding the prefix T, refer to the Air Force Enlisted Classification Directory (AFECD) or Air Force Officer Classification Directory (AFOCD), as applicable, located on the Air Force Personnel Center (AFPC) website. Both documents are available at <https://gum-crm.csd.disa.mil/app/home>. (Enter “AFOCD” or “AFECD” in the Search box on the home page.)

11. Responsibilities:

11.1. Training groups or wing will ensure prefix T requirements are met and maintained.

11.2. Training squadron commanders ensure actions are taken to award or remove the prefix T, as appropriate.

11.3. Instructor supervisors or designated personnel will initiate AF IMT 2096, Classification/On-the-Job-Training Action, for award or removal of the prefix T. Process AF IMT 2096 according to current procedures.

11.3.1. Initiate AF IMT 2096 to remove the prefix T from the duty AFSC and control AFSC when instructors are no longer assigned to authorized prefix T positions. Examples include PCS or reassignment to a non-T prefix position within the same wing/group.

11.3.2. Follow procedures in AFI 36-2101, *Classifying Military Personnel (Officer and Enlisted)*, to remove the prefix T from the duty AFSC, control AFSC, and awarded AFSC (P/2/3/4AFSC) when an instructor meets the criteria in paragraphs 10.3.1. through 10.3.10. and a command authority determines the instructor is permanently unsuitable for performance of instructor duty.

Section D—AETC Instructor Categories

12. First-Tour Instructor. First-tour instructors are assignees who do not have experience teaching courses in an AETC formal school setting. First-tour instructors assigned to technical training units will complete BIC. Military training instructors (MTI) will complete the Military Training Instructor course.

13. Returning Instructor. Returning instructors are assignees who have prior experience teaching courses in an AETC formal school setting and have completed an ITC taught by an Air Force organization or other service. Generally, this designation applies to military instructors who return to instructor duty after an interim assignment of 1 year or longer.

14. Interservice Instructor. An interservice instructor is an instructor who teaches consolidated training in an interservice training review organization (ITRO) course, Department of Defense (DoD) agency, or other multi-service school (i.e., Medical Education and Training Campus [METC]). These instructors may be Air Force or other service instructors.

14.1. Other service instructors teaching in an Air Force lead CCAF-degree applicable consolidated course will complete BIC or an equivalent ITC that meets CCAF requirements of 3 semester hours of CCAF-approved instructor methodology. Navy/Marine and Army instructor methodology courses will only be applied if they are recorded on the instructor's Sailor/Marine American Council on Education Registry (SMART) or Army/American Council on Education Registry (AART) transcript. CCAF makes the final determination on the equivalency of ITCs other than BIC. **Note:** When sister service requirements drive an instructor resource bill for BIC, the sister service can choose to re-validate their requirements or provide the instructor resource. Sister service instructor resource issues for BIC will be adjudicated with HQ AETC/A3T and HQ AETC/A3P.

14.2. When an Air Force interservice instructor teaches in a consolidated course managed by another service, DoD agency, or multi-service school (i.e., METC), guidance for training requirements, designation of the training provider, the instructor evaluation process, and other instructor requirements should be outlined in the memorandum of agreement (MOA). The instructor is trained and evaluated according to the managing service's criteria or school MOA. **Note:** Air Force instructors teaching Air Force-service unique courses on the METC follow the METC MOA and applicable policies.

15. Instructor Supervisor. The instructor supervisor is a qualified instructor whose responsibilities are to perform instructor duties and to supervise and evaluate other instructors.

15.1. Technical training instructor supervisors must be qualified in a minimum of 80 hours of instruction in the course or courses they supervise and must maintain qualification and proficiency in the portion or portions of the course or courses they are qualified to teach. Hours may be in one course (for example, one 80 hour block or two 40 hour blocks within a single course) or a combination of hours from several courses (for example, one 40 hour course plus one 40 hour block in a different course). Supervisory duties must not preclude the instructor supervisor's primary duty as an instructor. **Note:** Instructor supervisors in the 982 TRG and IAAFA are required to maintain qualification and proficiency in courses in their AFSC. They are not required to maintain qualification or proficiency in courses outside their AFSC.

15.2. DELETED.

15.3. On rare occasions, a person may be assigned to an instructor supervisor position without prior instructor experience. Under these circumstances, the instructor supervisor must meet all of the requirements of a first-tour instructor and cannot perform instructor evaluations while in student instructor status.

16. Intermediate Supervisor. The intermediate supervisor or equivalent is a qualified instructor whose responsibilities are to perform instructor duties and coordinate the efforts and activities of instructor supervisors when the squadron commander determines the span-of-control of the flight commander or chief is excessive and warrants the position.

16.1. One level above the instructor supervisor, but below the flight commander or chief, the intermediate supervisor position requires the same training and qualifications as the instructor supervisor.

16.2. Technical training intermediate supervisors must be qualified in a minimum of 80 hours of instruction in the course or courses they supervise and must maintain qualification and proficiency in the portion or portions of the course or courses they are qualified to teach. Hours may be in one course (for example, one 80 hour block or two 40 hour blocks within a single course) or a combination of hours from several courses (for example, one 40 hour course plus one 40 hour block in a different course). Supervisory duties must not preclude the intermediate supervisor's primary duty as an instructor. **Note:** Intermediate supervisors in the 982 TRG and IAFA are required to maintain qualification and proficiency in courses in their AFSC. They are not required to maintain qualification or proficiency in courses outside their AFSC.

17. Reserve Instructor. Reserve instructors are members of an AFRC unit assigned to assist the training mission. Reserve instructors receive training necessary for their designated position. CCAF requirements will apply when reserve instructors are assigned to CCAF degree-applicable courses. Reserve instructors fall into two primary categories: individual reservist and unit-assigned reservist.

17.1. Individual reservist instructors are members of the individual ready reserve assigned or attached to AETC training squadrons to augment instructor manning during wartime mobilization.

17.2. Unit-assigned reservist instructors are members of AFRC units providing training within AETC training wings or groups.

18. Readiness and Emergency Management Instructor. Readiness and emergency management instructors are personnel with the 3E9X1 AFSC assigned to provide BMT trainees the fundamental skills to defend against chemical, biological, radiological, nuclear, and high-yield explosive (CBRNE) attacks. Readiness and emergency management instructors are designated as non-CCAF instructors. They are required to complete BIC or other approved ITC, a teaching internship, and complete teaching qualification. Although readiness and emergency management instructors are not required to obtain an academic degree, they are highly encouraged to do so.

18.1. DELETED.

18.2. DELETED.

19. Master Instructor. Master instructors are qualified instructors who have demonstrated sustained training delivery and professional growth above the minimum AETC training and performance requirements. Pursuit of master instructor status can begin immediately after completion of BIC or an approved ITC. Specific requirements for achieving master instructor status are outlined in Section L.

20. Non-CCAF Instructor. Non-CCAF instructors are instructors described in paragraphs 12-19 above assigned to teach a non-CCAF-credit awarding course. Officers who teach officer-only courses, BMT readiness and emergency management instructors, and IAFAFA instructors (to include partner nation guest instructors) are examples of instructors in this category.

Section E—Instructor Requirements and Processing

21. Instructor Requirements:

21.1. Instructors teaching CCAF accredited courses must possess, as a minimum, an associate degree, preferably in the discipline (Air Force specialty), from a regionally or nationally accredited postsecondary institution. **Note:** For instructors teaching non-CCAF accredited courses, a degree is not mandatory, but is strongly encouraged.

21.2. If an instructor's degree is not in the teaching discipline, his or her record must provide evidence of expertise applicable to the subject matter to be taught. This expertise will be demonstrated by documented qualifications and training in the subject matter taught, years of work experience in the field, licensures and/or certifications, awards in the field, publications in the field, or any other information that demonstrates expertise in the teaching discipline.

21.3. DoD civilian and contract instructors teaching CCAF courses must possess, as a minimum, an associate degree and appropriate academic preparation or academic preparation combined with work experience prior to employment. Academic preparation and work experience must be relevant and applicable to the subject matter taught. Refer to the CCAF PPG for additional information.

21.4. **Other Service Instructors.** Other service (Army, Navy, Marine Corps, or Coast Guard) instructors assigned to teach CCAF courses at consolidated or collocated training locations must meet CCAF requirements. Other service instructors must complete BIC or an equivalent ITC that meets CCAF requirements, complete a teaching internship, and possess, as a minimum, an associate degree, preferably in the discipline, from a regionally or nationally accredited postsecondary institution.

21.4.1. GSUs with other service instructors assigned to teach CCAF courses who require BIC will contact their parent group's faculty development unit to arrange training. The faculty development unit will coordinate the proper quota and funding for the other service instructor training in accordance with the applicable MOA.

21.4.2. Newly assigned, non-degreed, other service enlisted instructors will be counseled by the Education Services Center and enrolled in the degree program that allows for earliest degree completion.

21.5. Non-degreed CCAF Course Instructors:

21.5.1. Non-degreed military instructors assigned to teach CCAF degree-applicable courses must complete their associate degree as soon as possible within 12 months of the

date assigned instructor duty (DAID). A degree completion contract will be initiated during initial instructor processing. Non-degreed CCAF instructors will have tuition, books, and fees (to include transcripts) paid for by AETC to complete an associate degree. Non-degreed military instructors may receive reimbursement for fees associated with foreign degree credentials evaluations.

21.5.2. Non-degreed other service instructors who teach CCAF degree-applicable courses are governed by the ITRO standard MOA requirements on degree completion.

21.5.3. Managing Non-degreed CCAF Course Instructors:

21.5.3.1. Instructor supervisors must closely monitor non-degreed instructors to ensure satisfactory progress toward and completion of an associate degree, and verify the degree is posted to their STARS-FD record within 12 months of the DAID. If a non-degreed instructor does not complete all CCAF instructor qualifications (including an associate degree or approved exceptional qualifications in lieu of degree [EQILD] status) within 12 months of the DAID, the instructor is no longer authorized to teach CCAF courses. Refer to the CCAF PPG for more information on EQILD.

21.5.3.2. Instructor supervisors will review the degree status of all non-degreed instructors no later than the beginning of the 10th month following the DAID. If the non-degreed instructor will not complete his or her degree requirements within 12 months of the DAID, refer the instructor to the school commander for appropriate action.

21.5.3.3. If the instructor is unable to complete his or her degree within the required timeframe, the school commander must: (1) recommend the instructor for EQILD status according to CCAF PPG or (2) remove the instructor from instructor duties in CCAF degree-applicable courses.

21.5.3.4. Instructor supervisors must notify the group ASL, who will notify the CCAF affiliated school manager (ASM), when a non-degreed instructor fails to meet all CCAF instructor qualification requirements.

21.5.3.5. Training groups or wing will ensure supervisors address progress toward degree completion during performance feedback sessions and mentoring programs with non-degreed instructors.

21.6. Instructors teaching technical training courses must maintain high standards of conduct, integrity, and professionalism as prescribed in AFPD 1, *Air Force Culture*, AFPD 36-29, *Military Standards*, AFI 1-1, *Air Force Standards*, AFI 36-2909, *Professional and Unprofessional Relationships*, and AETCI 36-2909, *Recruiting, Education, and Training Standards of Conduct*. Failure to maintain these standards may result in removal from instructor duty and administration of appropriate disciplinary action.

21.7. Instructors facing allegations of violating the standards of conduct, integrity, and professionalism prescribed in AFPD 1, AFPD 36-29, AFI 1-1, AFI 36-2909, and AETCI 36-2909 will be removed from instructor duty and interaction with students pending investigation. Upon completion of the investigation, the commander will determine if the instructor may return to or be removed from duty.

22. Initial Instructor Processing:

22.1. Instructor Record:

22.1.1. Qualification records are required for all military, civilian, and contract instructors teaching AETC technical training courses. The instructor supervisor will maintain instructor records for all assigned instructors.

22.1.2. Establish an instructor record for all newly assigned instructors within 5 duty days of arrival at the school. The date the instructor record is established is considered the Date Assigned School (DAS).

22.1.2.1. If the instructor will teach a CCAF credit-awarding course, establish the instructor record in STARS-FD. Refer to STARS-FD user manual for information on establishing a new instructor record.

22.1.2.2. If the instructor will teach a non-CCAF credit-awarding course, establish the instructor record in STARS-FD or use AETC Form 10, *Instructor Training/Proficiency Record*, according to local procedures.

22.1.2.2. (SHEPPARDAFB) Establish and maintain non-CCAF instructor records in STARS-FD.

22.1.2.3. Do not establish an instructor record for guest lecturers, subject-matter experts, or speakers of opportunity.

22.1.3. Document assigned courses, subject-matter proficiency testing or verification, instructor evaluations, training courses attended, development projects, awards, licensures, and certifications in the instructor record. Maintain the instructor record for the duration of assignment to instructor duty. For instructors deployed or on extended TDY, refer to the CCAF PPG for additional guidance. **Note:** Instructor records must be removed from the STARS-FD within 5 duty days of the instructor's removal from instructor duty due to permanent change of station or permanent change of assignment to a non-T prefix position.

22.1.4. Responsibilities:

22.1.4.1. Training groups or wing will:

22.1.4.1.1. Ensure procedures are in place to properly initiate and maintain STARS-FD instructor records and supporting documents.

22.1.4.1.1. (SHEPPARDAFB) The instructor supervisor will verify the Squadron ASL/POC initiates/establishes instructor records. The instructor supervisor will maintain all CCAF instructor records in STARS-FD.

22.1.4.1.2. Ensure proper disposition of supporting documents maintained in STARS-FD instructor records.

22.1.4.1.3. Establish procedures for maintaining instructor records for non-CCAF instructors. Documentation may be maintained in STARS-FD or on AETC Form 10, AETC Form 470, *Teaching Internship Log*, and AETC Form 281, *Instructor Evaluation Checklist*, as applicable. AETC Form 10, AETC Form 470, and AETC Forms 281 may be maintained in either electronic or hard copy format. **Note:** Training groups or wing must be a CCAF affiliated school to use STARS-FD to maintain faculty documentation for non-CCAF instructors. Non-affiliated

schools will not use STARS-FD to maintain faculty documentation.

22.1.4.1.3. **(SHEPPARDAFB)** Maintain non-CCAF instructor records in STARS-FD using the procedures established in AETCI 36-2202 for CCAF instructors.

22.1.4.1.4. Establish procedures for disposition of documents that cover reassignment of personnel and routine purging of records according to Air Force RDS if not maintained in STARS-FD.

22.1.4.1.4. **(SHEPPARDAFB)** Disposition of documents that cover reassignment of personnel and routine purging will be done in accordance with the applicable Electronic Records Management and RDS guidance.

22.1.4.2. Instructor supervisors will:

22.1.4.2.1. Ensure AETC Form 10, AETC Form 470, and AETC Form 281 are properly initiated and maintained, as applicable. See Attachment 4 for instructions on completing the AETC Form 10. See Attachment 5 for instructions on completing the AETC Form 470. See Attachment 6 for instructions on completing the AETC Form 281.

22.1.4.2.2. Ensure proper disposition of documents.

22.1.4.2.3. Assume responsibility for the security of an instructor's personal information within the instructor records.

22.2. CCAF Specific Processing Requirements:

22.2.1. Supervisors will ensure instructors assigned to teach CCAF credit awarding courses receive an overview of CCAF program requirements during initial instructor orientation. Supervisors will ensure the instructor assignee has access to, has read, and understands:

22.2.1.1. The CCAF PPG.

22.2.1.2. The Air University Faculty Handbook policies to include academic freedom, nonattribution, academic integrity, and academic honor code. The faculty handbook is available at <http://www.au.af.mil/au/catalogs.asp>.

22.2.1.3. Supervisors will ensure instructors complete a memorandum confirming the instructor has access to, has read, and fully understands the CCAF PPG and faculty handbook policies. The memorandum must include the instructor's signature and the date he or she received the initial briefing and documents. Use the sample confirmation memorandum provided in the STARS-FD Toolbox. Local modifications to the sample memorandum must be approved by CCAF prior to use. Upload the signed memorandum to the Documents tab of the STARS-FD instructor record within 30 calendar days of DAS.

22.2.2. **Degree Completion Contract.** Supervisors will initiate a degree completion contract on all non-degreed military instructors during initial instructor orientation and direct the instructor to the Education Services Center for education counseling (see paragraph 22.2.3.) within 30 calendar days of DAS.

- 22.2.2.1. Use the degree completion contract in STARS-FD. This contract pulls degree status information from the instructor's CCAF STARS student record, providing a "real time" degree status for the instructor. A sample of the STARS-FD degree completion contract can be found in the STARS-FD user manual.
- 22.2.2.2. The degree completion contract must include the college courses, College-Level Examination Program (CLEP) and/or Defense Activity for Nontraditional Education Support (DANTES) tests, and any other exams required for the completion of the instructor's CCAF associate degree or other applicable associate degree program. The Education Services Center counselor will identify these requirements on the contract during the education counseling process.
- 22.2.2.3. The non-degreed instructor, the supervisor, and the squadron commander will complete and sign the degree completion contract within 30 calendar days of the instructor's assignment to the affiliated school.
- 22.2.2.4. Supervisors will monitor non-degreed instructors' degree progress and completion. Address degree progress and completion as part of the Air Force mentoring process.
- 22.2.2.5. The degree completion contract is a living document and must be updated as courses/tests are completed to accurately reflect requirements remaining for degree completion. The instructor supervisor may make minor changes or updates to the contract provided the degree completion date is not changed. The instructor supervisor and other identified personnel must review and approve changes if the degree completion date is changed.
- 22.2.2.6. Upload the signed degree completion contract to the Documents tab of the STARS-FD instructor record. Retain and update, as necessary, until verification of the instructor's awarded degree is made in STARS-FD. The instructor's degree should be completed and posted to CCAF STARS within 12 months after the DAID. Delete the degree completion contract upon verification of the awarded degree.
- 22.2.3. Education Counseling.** Non-degreed military instructors must receive degree completion counseling from the Education Services Center within 30 calendar days of DAS.
- 22.2.3.1. During education counseling, the instructor will schedule the CLEP or DANTES subject standardized tests, as well as any other exams for college credit, applicable to the degree program. Completion of all applicable general and subject exams is recommended within 60 calendar days of the instructor's arrival at the affiliated school.
- 22.2.3.2. Non-degreed instructors will complete all exams recommended by the Education Services Center before taking any alternate exams.
- 22.2.3.3. Sponsors will encourage individuals identified for instructor duty to obtain education counseling from the Education Services Center prior to departing their losing base to develop a degree completion plan and to start CLEP/DANTES and other tests as determined by the education counselor.

22.3. Training Needs Assessment. Supervisors will complete a training needs assessment for all instructors, instructor supervisors, and intermediate supervisors. The training needs assessment will be completed during the initial instructor orientation for newly assigned instructors and supervisors. For first-tour instructors and supervisors, focus on formal training and education needs for the assigned position. For returning instructors and supervisors, also include an instructional skills assessment as part of the training needs assessment. **Note:** The training needs assessment is a living document. Supervisors will update the training needs assessment as training is completed. Re-assess training needs as the scope of responsibilities change, duties are re-aligned, or training requirements change.

22.3.1. The supervisor plans formal training by assessing the required and recommended training courses that instructor, instructor supervisor, and intermediate supervisor assignees in specific positions need to successfully perform their duties unassisted. Required and recommended training is outlined in Attachment 3.

22.3.2. Supervisors compare previous military and nonmilitary training, and previous education to the instructor or supervisor's current job requirements. This process identifies formal training needed to be an instructor or supervisor, to include specific position requirements for instructors, instructor supervisors, and intermediate supervisors who teach courses that apply toward a CCAF degree.

22.3.3. Instructional Skills Assessment:

22.3.3.1. Supervisors will assess returning instructor's presentation delivery, academic counseling, and other skills required for the current instructor job. The supervisor will use the assessment to determine the level of instructor refresher training necessary. The supervisor will document his or her assessment and training decision as part of the training needs assessment and file according to local procedures.

22.3.3.1. **(SHEPPARDAFB)** The supervisor will document the assessment and training decision as part of the training needs assessment and upload into the DOCs tab in STARS-FD.

22.3.3.1.1. If the period of separation from instructor duty is less than 1 year and the supervisor determines the instructor's skills are still satisfactory, the instructor does not need to complete refresher training.

22.3.3.1.2. If the period of separation from instructor duty is less than 1 year and refresher training is determined to be necessary, the supervisor will schedule the returning instructor for either an instructor refresher course or a comprehensive ITC course, as applicable.

22.3.3.1.3. If the period of separation from instructor duty is more than 1 year, and the supervisor determines the instructor's skills are still satisfactory, the instructor does not need to complete a comprehensive ITC. Instead, the supervisor will schedule the instructor to complete an instructor refresher course.

22.3.3.1.4. If the period of separation is more than 1 year and the supervisor determines the instructor's skills are not satisfactory, the supervisor will schedule the instructor to complete a comprehensive ITC course.

22.3.3.2. Assess returning instructors who have previously completed a teaching internship and have at least an associate degree to determine if, for refresher purposes, repeating the requirements of the teaching internship program would be beneficial.

22.3.4. **Training Selection.** Supervisors explore and select training resources that most effectively address training needs within the required timeframe. HQ AETC/A3PV must approve training selected outside of that offered by faculty development units, and the training must enable the assignee to work independently and stay current in the duties of the assigned position.

22.3.5. **Documentation.** Document the training needs assessment for instructors, instructor supervisors, and intermediate supervisors according to local procedures.

22.3.5. **(SHEPPARDAFB)** Document the Training Needs Assessment, Attachment 7, for instructors, instructor supervisors, and intermediate supervisors and upload into the DOCs tab in STARS-FD.

Section F—Initial Instructor Training

23. Purpose. Initial instructor training provides the framework for instructor assignees to gain the knowledge and skills needed to become increasingly independent in performing the duties of the instructor position. The training focuses on developing skills that will enable instructor assignees to deliver classroom, laboratory, dormitory, or drill instruction.

24. Initial Training Requirements. Initial training consists of required courses necessary to prepare instructors and instructor supervisors to perform their assigned duties without assistance.

24.1. Initial training for instructors consists of completing the ITC and teaching internship. These formal courses prepare new instructors for initial teaching duties. Initial training also includes teaching qualification in the assigned block or blocks of a course. In addition, training on motivational training procedures will be provided, if applicable. First-tour instructors must be scheduled for their ITC as soon as possible following the instructor's DAS.

24.2. Initial training for returning instructors consists of completing the ITC or an instructor refresher course and the teaching internship per paragraphs 22.3.3. – 22.3.3.2. The specific training required is determined during the training needs assessment. Initial training also includes teaching qualification in the assigned block or blocks of a course. In addition, training on motivational training procedures will be provided, if applicable.

24.3. Individuals assigned as instructor supervisors or intermediate supervisors must complete the Training Supervisor course as part of their initial training prior to performing supervisory duties in the position in addition to the requirements in paragraphs 24.1. or 24.2., as applicable.

24.4. Instructors, instructor supervisors, and intermediate supervisors assigned as subject-matter experts to course development projects must also complete Analysis, Design, Development, Implementation, and Evaluation (ADDIE) and Technical Writer courses prior to being assigned to the course development project.

24.5. Instructors and instructor supervisors assigned to administer, teach, develop, manage, or evaluate Type 6 Distance Learning courses must complete the applicable E-Learning training modules specified in Attachment 3 as part of initial training.

25. Additional Initial Training. Initial training may be supplemented by web-based Standardized Training and Resources Suite and E-Learning training modules available through the Advanced Distributed Learning Service (ADLS). Supplements to this instruction may identify additional initial training necessary to fulfill local job knowledge and skill requirements for instructors and instructor supervisors. Additional training may be sought by supervisors in order to meet unique training requirements.

26. Responsibilities:

26.1. Training groups or wing will ensure initial training courses are available and initial training requirements are met.

26.2. Training squadrons ensure first-tour and returning instructors are scheduled for ITC as soon as possible following the instructor's DAS.

26.3. Supervisors will:

26.3.1. Schedule personnel for initial training.

26.3.2. Monitor instructor's training progress and document status of accomplishments.

27. Instructor Training Course (ITC). New instructor assignees (CCAF and non-CCAF) require a comprehensive ITC that contains fundamental instructor competencies to include, but not limited to: teaching methodologies, questioning techniques, and academic counseling. Returning instructors require either a comprehensive ITC or an instructor refresher course based on the supervisor's instructional skills assessment. **Note:** Military Working Dog (MWD) course trainers complete instructor training through OJT and are not required to complete a comprehensive ITC.

27.1. The following courses meet the ITC requirements: the BIC taught within the faculty development units at Goodfellow AFB TX, Keesler AFB MS, Lackland AFB TX, Sheppard AFB TX, and Vandenberg AFB CA; the MTI course at Lackland AFB; the IAFA basic instructor course (applies to IAFA only), and professional military education (PME) instructor courses. These courses include other Air Force topics required for instructors, such as core values, professional relationships, sexual assault and prevention, hazing, and motivational training procedures (if applicable). **Note:** Refer to paragraph 14 for guidance on interservice instructor training.

27.2. Submit a waiver request to HQ AETC/A3PV if a needs assessment determines a new assignee's previous education, training, and/or experience may justify a waiver of the requirement to complete an ITC. Approval authority will be HQ AETC/A3PV (non-CCAF instructors only) or HQ AETC/A3PV and CCAF/DEC (CCAF instructors), as applicable. An example would be an instructor with a teaching degree, training experience outside of AETC, and/or extensive experience in speaking and briefing.

27.3. Submit requests to HQ AETC/A3PV for use of alternative ITC. Approval authority will be HQ AETC/A3PV (non-CCAF instructors only) or HQ AETC/A3PV and CCAF/DEC (CCAF instructors), as applicable.

28. Date Assigned Instructor Duty (DAID). Instructors are assigned to instructor duties upon completion of an approved ITC. The earliest date an instructor can be assigned to instructor duties is the next duty day following completion of an approved ITC. The latest date is no later than 6 months after completion of an approved ITC. An instructor cannot teach, administer tests, or perform student counseling prior to establishing a DAID.

28.1. Instructor supervisors determine the DAID based on the availability of classes necessary for teaching qualification.

28.2. For returning instructors, if refresher training is necessary, the instructor's DAID will be established after completion of the refresher training.

28.3. **(Added-SHEPPARDAFB)** For returning instructors, if refresher training is not necessary, the instructor's Date Assigned Instructor Duty (DAID) will be established upon DAS.

28.4. **(Added-SHEPPARDAFB)** When management reassigns a non-degreed instructor from a non-CCAF credit awarding course to a CCAF awarding course, the date assigned course becomes the new DAID provided it is within 6 months of completing an ITC.

Section G—Teaching Internship Program

29. Purpose. The teaching internship program is an experiential program designed to give new instructors practical teaching experience and classroom management skills under the supervision of a qualified instructor/trainer or instructor supervisor. Participants exercise their newly acquired instructor skills and gain practical experience in classroom and/or laboratory instruction, lesson plan preparation, multimedia audiovisual aids preparation and use, test administration, and academic counseling.

29.1. A teaching internship is required for all instructors except when Air Force instructors are teaching at interservice schools hosted by another service.

29.2. Enter newly assigned instructors who have not taught in Air Force basic military or technical training in the internship on their DAID.

29.3. Returning instructors who have not completed the teaching internship in their prior assignment will be entered on their DAID.

29.4. When used as refresher training, instructors will not be formally entered in the teaching internship program. Supervisors may use the AETC Form 470 to track progress in the refresher training.

29.5. Minimum period for the internship is 3 months from the DAID. Maximum period is 12 months from the DAID.

30. Requirements:

30.1. A minimum of 180 hours instructor-related experience is required to satisfy internship program requirements. During this period, instructors receive close supervision and frequent evaluations. Teaching internship requirements are divided into the following areas:

30.1.1. **Supervised teaching.** The instructor must complete 120 contact hours of supervised teaching in an actual classroom and/or laboratory setting with students.

30.1.1.1. The instructor must complete an ITC and teaching qualification before supervised teaching hours can be logged for internship credit. See Section H for guidance on teaching qualification.

30.1.1.2. The instructor/trainer or instructor supervisor will monitor the instructor the first time the instructor teaches each new lesson, including the administration of exams and critiques, when applicable, in any block of the assigned course. **Note:** This requirement may be met during the teaching qualification process. Thereafter, the instructor supervisor or instructor/trainer will periodically sit in the instructor's class and provide feedback on the instructor's performance for the duration of the internship.

30.1.2. **Curriculum/lesson plan development and preparation.** The instructor must complete 30 hours of lesson plan preparation. Lesson plan preparation includes, but is not limited to, familiarization with course control documents, multimedia development and use, subject-matter research, and instruction planning. Instructors will personalize their lesson plan, as applicable, as part of teaching qualification (refer to paragraph 34.3.3.).

30.1.3. **Teaching qualifications.** The instructor must complete 30 hours of teaching qualifications experience in the following areas: test administration and review, academic counseling of students, instructor performance feedback, and instructor subject-matter proficiency testing. Instructors must complete 1 or more hours in each of the topic areas. **Note:** This requirement may be met during the teaching qualification process.

30.1.3.1. Test administration and review training consists of the entire test administration process. The instructor must receive familiarization training on test construction, correlation of tests with their associated course control documents, pre-test briefings, test administration procedures, post-test procedures, test control and security, test analysis, and effective use of student critiques prior to administering a test to any student.

30.1.3.2. Academic counseling of students consists of formal and/or informal student counseling. Training will include the familiarization of approaches to counseling, mandatory academic counseling for failure of course objectives, proper documentation, and follow-up actions.

30.1.3.3. Instructor performance feedback consists of formal feedback provided by the instructor supervisor and documented on the AETC Form 281. Performance feedback is part of the teaching qualification and formal evaluation processes.

30.1.3.4. Instructor subject-matter proficiency testing assesses the instructor's knowledge of the subject material and includes the successful completion of all formal measurements for the block or blocks of the course the instructor will be qualified to teach. These measurements consist of, but are not limited to, block tests, progress checks, end-of-course tests, and computer-based tests. Instructors will complete subject-matter proficiency testing as part of teaching qualification (refer to paragraph 34.3.4.).

30.2. Training functions, such as lesson plan development and preparation, lesson presentation, or academic counseling scenarios, completed as part of an ITC do not apply toward internship requirements.

30.3. Portions of the teaching internship not having student contact such as test control procedures, lesson plan and multimedia development and preparation, or instructor subject-matter proficiency testing may be started before the DAID. Refer to the CCAF PPG for additional information on the teaching internship for CCAF-affiliated school instructors. **Note:** Experience in a non-AETC technical training school is not applicable toward the 180-hour requirement described above.

30.4. **Teaching Internship Evaluations.** Teaching evaluations are an essential component of the teaching internship. Evaluations provide constructive feedback to student instructors on the quality and effectiveness of their instructional delivery methods and their subject knowledge.

30.4.1. Instructors must be rated satisfactory or higher on a minimum of three scheduled evaluations by an instructor supervisor or other trained authority higher in the chain of command. Additional no-notice evaluations are encouraged.

30.4.2. The AETC Form 281 will be used to evaluate the instructor. If evaluation results are below satisfactory, instructor supervisors will take appropriate actions to provide instructional improvement and/or additional training.

30.5. **Additional Internship Requirements.** In addition to the 180-hour experience requirement, all Air Force instructors will complete Air Force doctrine training as part of the teaching internship program. Air Force doctrine training for instructors consists of reading AFDD 1, *Air Force Basic Doctrine*, Chapter 1, found on the Air Force e-Publishing website. **Note:** Other service instructors are not required to complete this training.

30.5.1. DELETED.

30.5.2. DELETED.

30.5.2.1. DELETED.

30.5.2.2. DELETED.

30.5.2.3. DELETED.

31. Documentation:

31.1. **CCAF Instructors.** Document completion of the internship requirements, to include supervised teaching, curriculum or lesson plan development and preparation, and teaching qualifications, on the teaching internship worksheet in STARS-FD. Document evaluations in the Evaluations tab of the STARS-FD instructor record. Evaluations will automatically populate to the internship worksheet. Document completion of each portion of Air Force doctrine training in the Local Training tab in STARS-FD instructor record. Maintain completed AETC Forms 281 in Documents tab of the STARS-FD instructor record.

31.1. **(SHEPPARDAFB) Note:** Local Training tab has been renamed Professional Development tab.

31.2. **Non-CCAF Instructors.** Document completion of the internship requirements on the AETC Form 470. Maintain the AETC Form 470 and completed AETC Forms 281 according to local procedures.

31.2. **(SHEPPARDAFB)** Upload the AETC Form 470, *Teaching Internship Log*, and completed AETC Forms 281, *Instructor Evaluation Checklist*, into the DOCs tab in STARS-FD.

32. Responsibilities:

32.1. Training group and training squadron commanders will designate a POC in writing within their group or squadron to monitor the teaching internship.

32.2. Training squadron commanders will ensure internship completion for CCAF instructors is reported to CCAF through the CCAF STARS Grad Reporting feature. **Note:** Do not report internship completion for non-CCAF instructors to CCAF.

32.3. Squadron CCAF POC (reference paragraph 9.1.1.) will report completion of the teaching internship to CCAF through the CCAF STARS Grad Reporting feature. POC will report completion using the appropriate CCAF course number identified in Figure 10 of the CCAF PPG. Return the certified teaching internship worksheet to the instructor supervisor for filing.

32.4. Flight commanders or chiefs (or comparable-level supervisors) will certify all internship requirements are complete.

32.4.1. For CCAF instructors, certify by signing and dating the upper-right corner of the printed STARS-FD worksheet prior to the instructor supervisor submitting the teaching internship worksheet electronically to CCAF.

32.4.2. For non-CCAF instructors, certify by signing and dating block 14 of the AETC Form 470.

32.5. Instructor supervisors will:

32.5.1. Monitor newly assigned instructors during the internship program and ensure completion of the internship requirements in the least amount of time practical, while not limiting the necessary benefits of the internship training experience.

32.5.2. Document completion of internship requirements in STARS-FD for CCAF instructors. For non-CCAF instructors, document completion of internship requirements using AETC Form 470.

32.5.3. Ensure all internship requirements are complete.

32.5.4. For CCAF instructors, print the completed internship worksheet from STARS-FD for flight commander or chief review and certification.

32.5.4.1. Submit the completed worksheet to CCAF through STARS-FD after certification by the flight commander or chief.

32.5.4.2. Forward the certified worksheet to the squadron CCAF POC.

32.5.5. For non-CCAF instructors, forward the completed AETC Form 470 to the flight commander or chief for review and certification.

32.5.6. File the certified STARS-FD worksheet or the certified AETC Form 470, as applicable, in the instructor record according to local procedures. **Note:** No certificate of training will be issued for the teaching internship program.

32.5.6. **(SHEPPARDAFB)** Upload the STARS-FD worksheet or AETC Form 470 into the DOCs tab in STARS-FD.

Section H—Teaching Qualification (TQ)

33. Purpose. TQ ensures all instructors are technically competent in their assigned teaching discipline and have mastered the teaching methods and techniques necessary to be an effective instructor in the assigned block or blocks of instruction. TQ is a formal process closely monitored and accurately documented by the instructor supervisor or instructor/trainer. Successful completion of the TQ process certifies the instructor has the knowledge and skills necessary to effectively teach the assigned block or blocks of instruction without assistance.

33. (SHEPPARDAFB) During the TQ process when determining the instructor’s knowledge and skills to teach the assigned block or blocks of instruction without assistance, the supervisor may deem it necessary for the instructor to observe a qualified instructor teach the block of instruction to gain technical expertise and methodology techniques. The newly assigned instructor may also teach assigned blocks under the supervision of an instructor qualified in the block of instruction. Observation and supervised teaching may be applied during both Initial and Subsequent TQ Processes.

33.1. Instructors may be qualified in individual units of instruction versus complete blocks of instruction for multiple instructor requirement (MIR) purposes. For these instructors, substitute “unit” for “block”, where appropriate, throughout this section. Instructors will complete initial TQ and subsequent TQ as prescribed on each unit assigned.

33.2. Instructors who qualify in a block or blocks of a piggyback course are considered qualified in the respective block or blocks of all associated courses.

34. Initial TQ Process. The initial TQ process applies to the first block of instruction in which a new or returning instructor is to be qualified following completion of an ITC, as applicable. Supervisors will review previous job experience to determine the appropriate block of instruction for teaching qualification.

34.1. If motivational training is used in the block of instruction, supervisors will ensure that this training is identified as an additional TQ requirement and provide training on procedures associated with motivational training. Document completion of training on motivational training procedures on a memorandum for record (MFR) and have the instructor acknowledge receipt of the training by endorsing the MFR.

34.1.1. For CCAF instructors, maintain the MFR in the Documents tab of the STARS-FD instructor record.

34.1.2. For non-CCAF instructors, maintain the MFR in the Documents tab of STARS-FD or with the AETC Form 10 according to local procedures.

34.1.2. **(SHEPPARDAFB)** For non-CCAF instructors, upload documents into the DOCs tab in STARS-FD.

34.2. Although portions of the TQ process (to include paragraphs 34.3.1. through 34.3.4.) may be completed prior to attending the ITC, instructors cannot teach students before completing an ITC and establishment of a DAID.

34.3. As a minimum, the instructor in initial TQ will:

34.3.1. Review all relevant instructional training materials (lesson plans, study guides, workbooks, etc.) and, if applicable, computer-based instruction (CBI).

34.3.2. DELETED.

34.3.3. Personalize a lesson plan for the block of instruction in which qualifying. Personalized lesson plans must be approved by the instructor supervisor in order to verify the added information is accurate and applicable to the lessons before use in the classroom. Alternatively, schools may use station lesson plans.

34.3.4. Pass all measurement items associated with the block of instruction. Qualifying instructors must achieve a minimum of 90 percent on each version of the written test for each block assigned. Passing all measurement items demonstrates technical competency in the assigned teaching discipline.

34.3.4.1. When there are no written tests contained in the course, the group training director will determine evaluation standards for subject-matter proficiency verification. These standards must not be lower than the proficiency requirements of the students in the course.

34.3.4.2. If the qualifying instructor fails to achieve a minimum 90 percent score on the written test or fails to meet the established standard for subject-matter proficiency verification, provide additional training as necessary and retest.

34.3.5. DELETED.

34.3.6. DELETED.

34.4. Newly assigned or returning instructors must complete initial TQ within 90 calendar days (120 days for GSUs or 180 days for low-flow courses) of DAID. Instructors assigned to low-flow courses where the 180-day limit cannot be met due to course scheduling limitations must meet initial qualifications within the minimum time practical within the constraints.

35. Initial TQ Progress Review:

35.1. Squadron commanders or GSU commanders or chiefs will conduct a progress review on all technical training instructors who have not completed initial teaching qualification within 90 calendar days (120 days for GSUs or 180 days for low-flow courses) of the DAID. The commander or chief, instructor supervisor and/or instructor/trainer, and student instructor will review the student instructor's progress, mitigating circumstances, and determine how best to proceed. The training progress review should be handled in a constructive manner.

35.2. Document the results of the review on an MFR and maintain according to local procedures. Include specific recommendations to complete qualification training, including an estimated completion date and a follow-up review date.

35.2. (SHEPPARDAFB) Document the results of the review on an MFR and upload into the DOCs tab in STARS-FD.

35.3. Conduct and document follow-up reviews every 30 calendar days until the student instructor is qualified, or the instructor supervisor and/or instructor/trainer determines the qualifying instructor is unable to meet required standards. Do not exceed a total of 150 calendar days in initial teaching qualification training following DAID (180 days for GSUs or 240 days for low-flow courses) before making a determination on the instructor's ability to meet the required standard.

35.4. If the instructor supervisor and/or instructor/trainer determine the student instructor cannot meet the required standards, the squadron commander or GSU commander or chief will review all relevant factors including attitude, professional qualities, experience level, past performance, and any unusual circumstances. The squadron commander will forward a recommendation to the group commander. GSU commanders or chiefs will forward recommendations to their parent unit, as applicable. After considering all factors, the group commander may:

35.4.1. Authorize additional training, as necessary.

35.4.2. Remove the student instructor from training and request reassignment.

36. Subsequent TQ Process. The subsequent TQ process applies to all other TQ following initial TQ. Supervisors will review previous job experience to determine the appropriate subsequent blocks or courses for TQ following completion of initial TQ. Subsequent TQ can begin immediately following initial TQ; however, supervisors should provide their instructors the opportunity to further develop their teaching proficiency and classroom management skills before assigning new blocks of instruction.

36.1. As a minimum, the instructor in subsequent TQ will complete the requirements outlined in paragraphs 34.3.1. through 34.3.6. for initial TQ.

36.2. DELETED.

36.2.1. DELETED.

36.2.1.1. DELETED.

36.2.1.2. DELETED.

36.3. DELETED.

37. TQ Certification and Documentation:

37.1. Instructor supervisors certify completion of initial and subsequent TQ and the instructor's qualification to effectively teach the specific block or blocks of the course without assistance.

37.2. The qualification date is determined by the instructor supervisor following completion of TQ requirements and documentation of initial subject matter proficiency testing. **Note:** Qualification date can be no earlier than the day following documentation of initial subject matter proficiency testing.

37.3. Document specific teaching qualifications by assigning instructors to a specific course in STARS-FD or on the AETC Form 10. If qualified in one piggyback course, document

qualification in the respective block or blocks of all associated courses. Do not assign an instructor to a course prior to completing TQ.

37.4. CCAF Instructors. Document in the STARS-FD instructor record on the Assigned Courses tab.

37.4.1. Enter the qualification date as the date assigned.

37.4.2. Document testing associated with TQ as initial testing on the Subject Matter Testing (SMT) tab. Refer to paragraph 41.2. for guidance on recording SMT ratings.
Note: The subject-matter testing date must precede the date assigned to the course.

37.4.3. Enter only the initial qualification information for each course assigned. Do not make a separate entry on the Assigned Courses tab in STARS-FD to document subsequent qualification in the same course. Use the Remarks section under the Assigned Courses tab to annotate specific block qualification in the course.

37.5. Non-CCAF Instructors. Document on the Assigned Courses tab in STARS-FD or on AETC Form 10.

37.5.1. Follow the guidance in paragraphs 37.4. – 37.4.3. if documenting non-CCAF instructors in STARS-FD.

37.5.2. When using the AETC Form 10:

37.5.2.1. Enter the qualification date in the Date Assigned block of Section II. Refer to paragraph 41.2. for guidance on recording SMT ratings.

37.5.2.2. Document testing associated with TQ as initial testing in Section III.

38. TQ Decertification. Supervisors will decertify instructors whose demonstrated actions indicate insufficient mastery of the teaching methods and techniques of the assigned block or blocks of instruction and/or a lack of technical competence in the assigned teaching discipline. Decertification in a piggyback course will result in decertification in the respective block or blocks of all associated courses. The supervisor will provide necessary remediation and re-accomplish the TQ process to recertify the instructor in the assigned block or blocks of instruction.

38.1. CCAF Instructors. Document decertification in a specific block or blocks using the Remarks section under the Assigned Courses tab in STARS-FD. If the instructor is decertified from the entire course, annotate the Removed block on the Assigned Courses tab.

38.2. **Non-CCAF Instructors.** Document on the Assigned Courses tab in STARS-FD or on AETC Form 10.

38.2. **(SHEPPARDAFB)** For non-CCAF instructors, document on the Assigned Courses tab in STARS-FD.

38.2.1. Follow the guidance in paragraph 38.1. if documenting non-CCAF instructors in STARS-FD.

38.2.2. When using the AETC Form 10, annotate the Date Removed block for the specific block or blocks of instruction.

39. Responsibilities:

39.1. Instructor supervisors will:

39.1.1. Plan TQ using the course chart and plan of instruction or syllabus for the course or courses the instructor will teach.

39.1.2. Approve instructor's lesson plan personalization, as applicable, verifying added information is accurate and applicable to the lesson, before use in the classroom.

39.1.3. Determine TQ completion date or dates based on the completion of TQ requirements and documentation of initial subject matter proficiency testing.

39.1.4. Certify completion of the TQ process and document TQ in STARS-FD for CCAF instructors or in STARS-FD or on AETC Form 10 for non-CCAF instructors.

39.1.5. Establish procedures for correcting instructor deficiencies.

39.1.6. Ensure initial TQ is completed in accordance with paragraph 34.4.

Section I—Subject-Matter Proficiency Testing

40. Purpose. Subject-matter proficiency testing ensures instructors remain technically competent in their assigned block or blocks of instruction. Subject-matter proficiency testing is accomplished by successfully passing the written test for each block of instruction the instructor is qualified to teach. When there are no written tests in the block, the group training director will determine evaluation standards for subject-matter proficiency verification. These standards must not be lower than the proficiency requirements of the students in the block.

40.1. To retain TQ in the applicable block or blocks of instruction, the instructor must achieve a minimum of 90 percent accuracy on the written test for the block.

40.2. Supervisors will decertify any instructor failing to achieve a minimum 90 percent accuracy on the written test attempted for the applicable block or blocks of instruction. The supervisor will provide necessary remediation to ensure the instructor regains their proficiency in the assigned block or blocks of instruction. Instructors must achieve a minimum of 90 percent accuracy on an alternate version of the written test following remediation to be re-certified in the applicable block of instruction.

40.3. Instructors must complete subject-matter proficiency testing or verification in each block of instruction they are qualified to teach at least once every 365 days, beginning from the qualification date. Instructors may complete subject matter proficiency testing or verification early; however, do not exceed the 365 day interval between testing or verification.

40.3. **(SHEPPARDAFB)** Instructors removed and reassigned to the same course(s) do not have to re-accomplish SMT, if still within 365 days of the last SMT date.

40.4. Subject-matter proficiency testing or verification in a block or blocks of a piggyback course satisfies the requirements for respective block or blocks in all associated courses.

41. Documentation:

41.1. Document subject-matter proficiency testing associated with TQ as initial testing. Document subject-matter proficiency testing or verification described in paragraph 40.3. as either annual performance or annual written. Document any testing not conducted as part of

TQ or the annual requirement, to include retesting following remediation, as either random performance or random written.

41.2. **Subject-Matter Proficiency Ratings.** Enter the percentage score for written tests. When written tests are not used, enter SAT or UN in the rating block. Use the remarks section in the STARS-FD SMT tab to briefly describe the subject-matter proficiency verification used.

41.3. **CCAF Instructors.** Document subject-matter proficiency testing in the STARS-FD instructor record on the SMT tab. Supervisors will use the remarks section in this tab to show the block in which SMT was administered.

41.4. **Non-CCAF Instructors.** Document subject-matter proficiency testing on the SMT tab in STARS-FD or on AETC Form 10.

42. Responsibilities:

42.1. Instructor supervisors will:

42.1.1. Initiate a subject-matter proficiency testing or verification program that ensures instructors are competent and their knowledge is current in all required subjects.

42.1.2. Document subject-matter proficiency testing or verification in STARS-FD for CCAF instructors or in STARS-FD or on AETC Form 10 for non-CCAF instructors.

Section J—Instructor Evaluations

43. Purpose. Instructor evaluations are essential in assessing the quality of instructor performance and providing constructive feedback to improve training delivery. These evaluations ensure instructors apply effective teaching methods and techniques as well as guarantee overall consistent training delivery. Instructor evaluation requirements apply to instructors of all services unless an MOA specifies different requirements.

44. Types of Evaluations:

44.1. DELETED.

44.2. **Scheduled.** A scheduled evaluation is an instructor evaluation conducted according to the schedule described in paragraph 46. The scheduled evaluation demonstrates sustained mastery of the teaching methods and techniques and qualification to continue teaching without assistance. Conduct the scheduled evaluation on at least one of the course or courses in which an instructor is qualified for the scheduled period. Do not use a scheduled evaluation to satisfy a follow-up evaluation requirement.

44.3. **Follow-up.** A follow-up evaluation is an instructor evaluation conducted when an instructor is rated as needs improvement (NI) on any one or more items during an evaluation. Conduct the follow-up evaluation within 30 calendar days of the initial evaluation. Follow-up evaluations do not count as a scheduled evaluation.

44.4. **No-Notice.** A no-notice evaluation is an instructor evaluation performed outside the schedule described in paragraph 46. All instructors are subject to no-notice evaluations by higher headquarters inspectors, the instructor supervisor, or other personnel designated in

writing by the squadron or group commander to perform evaluations. No-notice evaluations will not count for scheduled requirements.

44.5. **Master Instructor.** A master instructor evaluation is an instructor evaluation performed to determine qualification for master instructor award. Evaluation is conducted by personnel outside the training squadron as designated by the training group. Master instructor evaluations will not count for scheduled requirements.

45. Conducting Evaluations:

45.1. Use the AETC Form 281 to conduct an instructor evaluation. Use AETC Form 281 to evaluate Air Force instructors who teach other service's courses, when feasible. This form provides greater consistency in evaluations used for master instructor and other instructor recognition programs.

45.1.1. Include evaluation of proper application of motivational training procedures in Section E of the AETC Form 281, as applicable.

45.1.2. Use caution when adding additional items in Section E of the AETC Form 281 to avoid inconsistency within the group. Do not add items that can be measured in other sections of the form or unnecessary items that simply inflate the overall rating.

45.2. The squadron commander designates, by memorandum, all squadron personnel authorized to conduct instructor evaluations.

45.3. The instructor supervisor performs scheduled evaluations. In the event the instructor supervisor is unavailable, an instructor supervisor from another section or other designated personnel will conduct the evaluation. **Note:** Instructor supervisors cannot perform instructor evaluations while in student instructor status (reference paragraph 15.3.).

45.4. Evaluations of instructor supervisors and intermediate supervisors will be conducted by personnel higher in the chain of command as designated by the squadron commander.

45.5. All personnel conducting evaluations within technical training environments must be trained to evaluate instructor performance and to document the evaluation on the AETC Form 281 by attending either the Training Supervisor course or an Instructor Evaluation Seminar. Attachment 6 provides a guide to conducting instructor evaluations and rating an instructor's performance.

45.6. Evaluations will be conducted in a typical classroom or laboratory setting. Avoid evaluating course orientations and other nontechnical subject areas. Evaluations should last at least 50 minutes to provide a comprehensive evaluation. Avoid repetitive evaluations of the same lesson.

45.7. Feedback to the instructor should be constructive and provide specific recommendations for improvement, when necessary.

45.8. If evaluation ratings are below satisfactory or include areas rated as needs improvement (NI), the instructor supervisor will take appropriate actions to provide instructional improvement and/or additional training.

46. **Evaluation Schedule:** Instructors, instructor supervisors, and intermediate supervisors will receive three scheduled evaluations; 30 days, 60 days, and 90 days from the initial qualification

date. Conduct an annual evaluation within 365 days of the initial qualification date. Thereafter, evaluate no later than every 365 days from the last annual evaluation date.

46.1. **Maintain Schedule Interval.** Maintain the evaluation schedule as closely as possible for the first three scheduled evaluations to satisfy the teaching internship requirements.

46.2. When deviations from the schedule are necessary due to temporary duty (TDY), leave, or other unforeseen circumstances, document the reason for the deviation. **Note:** If deviations from the schedule will result in a CCAF instructor exceeding 365 days from the last annual evaluation, remove the instructor from the assigned course(s).

46.2. **(SHEPPARDAFB)** In the event an instructor is removed from assigned course(s) due to exceeding the 365-day scheduled evaluation interval, a scheduled evaluation must be conducted upon the date the instructor is re-assigned to course(s). This evaluation re-establishes the annual evaluation schedule.

46.2.1. DELETED.

46.2.2. DELETED.

47. Documentation:

47.1. **CCAF Instructors.** Document the overall performance rating of the evaluation in STARS-FD on the Evaluations tab. Refer to Attachment 6 for an explanation of the overall ratings and STARS-FD entries. Maintain completed AETC Forms 281 and documentation of schedule deviation rationale in Documents tab of the STARS-FD instructor record.

47.2. **Non-CCAF Instructors.** Maintain completed AETC Forms 281 and documentation of schedule deviation rationale, as applicable, according to local procedures.

47.2. **(SHEPPARDAFB)** Maintain completed AETC Forms 281 and documentation of schedule deviation rationale, as applicable, in STARS-FD.

47.3. Maintain completed evaluation forms for the last 3 years or since DAID if less than 3 years.

48. Responsibilities:

48.1. To maintain consistent standards, HQ AETC/A3PV must approve the use of alternate or supplemental evaluation forms.

48.2. The training group designates, by memorandum, personnel to conduct master instructor evaluations.

48.3. The squadron commander designates, by memorandum, all squadron personnel authorized to conduct instructor evaluations.

48.4. Instructor supervisors and other designated personnel will conduct instructor evaluations according to the schedule in paragraphs 46.

48.5. DELETED.

Section K—Instructor Professional Development and Continuation Training

49. Professional Development. Instructors are at the core of the technical training teaching-learning continuum and need to stay current in their area of expertise, expand these areas, and

improve their own skills. CCAF-affiliated schools must provide evidence of ongoing faculty professional development. Instructors are encouraged to take the initiative in professional development and to seek advanced degrees and professional certifications afforded to them. Professional development includes, but is not limited to, completing periodic in-service and/or continuation training, attending professional workshops, conferences, seminars, and training sessions in their subject area, pursuing professional certifications in training, such as the CCAF instructor certification, and pursuing AFSC-specific professional certification, such as Airframe and Powerplant licenses.

49.1. **CCAF Instructor Certification (CIC) Program.** The CIC program is a certification program for qualified instructors who teach CCAF collegiate-level credit awarding courses at a CCAF-affiliated school. The CIC is a professional credential that recognizes the instructor's extensive faculty development training, education, and qualification required to teach a CCAF course and formally acknowledges the instructor's practical teaching experience. The program is a three-level program (CIC-I, CIC-II, and CIC-III), in which each level consists of increased or advanced requirements and achievements. It is available to qualified officer, enlisted, civilian, contract, foreign, and other services instructors. For eligibility criteria, documentation, and nomination requirements, consult the CCAF PPG.

49.2. **Instructor of Technology and Military Science (ITMS) Degree Program.** ITMS is a degree program offered to Air Force and other service enlisted personnel assigned to CCAF-affiliated schools teaching CCAF degree-applicable courses.

49.3. Instructors teaching non-CCAF-credit awarding courses are not eligible for the CCAF instructor certification, the ISD certification program, or the ITMS degree program.

50. Continuation Training. Continuation training is essential to the ongoing professional development of instructors. This training enhances their technical and professional skills and knowledge in the teaching discipline and training environment. Continuation training complements initial training by maintaining or expanding individual skills and knowledge and should be particularly responsive to changes in the unit mission and associated tasks. Continuation training may come from a variety of sources such as faculty development courses, college-level adult education courses, college-level academic or technical courses directly related to the faculty member's specialty, locally developed in-service training courses, or professional workshops directly related to the faculty member's specialty.

50.1. GSUs with other service instructors assigned to teach CCAF courses who require continuation training will contact their parent group's faculty development unit to arrange training. The faculty development unit will coordinate the proper quota and funding for the other service instructor training.

50.2. Refer to Attachment 3 for required and recommended training courses for instructors, instructor supervisors, and intermediate supervisors. **Note:** MWD course trainers are exempt from the requirements in Attachment 3.

50.3. DELETED.

51. Documentation:

51.1. **CCAF Instructors.** CCAF-accredited continuation training will be automatically recorded in the CCAF STARS student record and displayed on the Courses Attended tab of

the STARS-FD instructor record. The instructor supervisor will record non-CCAF accredited continuation training and training received from other sources (see paragraph 66.) in the Local Training tab of the STARS-FD instructor record.

51.2. Non-CCAF Instructors. Document all continuation training and professional development for non-CCAF instructors on the Courses Attended tab in STARS-FD or on AETC Form 10.

51.2. (SHEPPARDAFB) Due to STARS-FD programmatic limitations for non-CCAF instructors, document required items on the STARS-FD Professional Development tab.

52. Responsibilities:

52.1. Training groups or wing will:

52.1.1. Establish, fund, and maintain equitable professional development programs for all instructors. These programs include, but are not limited to, attendance at subject-matter specific conferences and professional workshops, training seminars on new technology, and subscriptions to subject-matter specific professional journals and literature.

52.1.2. Ensure necessary continuation training courses are available and continuation training requirements are met.

52.1.3. Establish procedures for documenting non-CCAF continuation training.

52.1.3. **(SHEPPARDAFB)** Document required items on the STARS-FD Professional Development tab.

52.2. Supervisors will:

52.2.1. Assess training needs and plan training for assigned instructors that meets the requirements of the assigned position.

52.2.2. Schedule personnel for necessary continuation training.

52.2.3. Ensure training is completed and documented.

52.2.4. Mentor and encourage subordinates to seek continuation training beyond the minimum required training to better prepare the subordinate for future responsibilities.

52.2.5. Ensure subordinates are afforded a reasonable opportunity to attend continuation training.

Section L—Technical Training Master Instructor Program

53. Purpose. Master instructor status recognizes technical training and BMT readiness and emergency management instructors for sustained training delivery and professional growth above the minimum AETC training and performance requirements. This voluntary program denotes exemplary subject-matter expertise and teaching ability the instructor developed through experience and supplementary education. Minimum AETC training for master instructor status includes the ITC and teaching internship. Continuation training is considered supplementary to this minimum training and may be used to satisfy the requirements in paragraph 55.3.

54. Program Eligibility:

54.1. The master instructor program applies to formal (Prefix T) technical training instructors, instructor supervisors, BMT readiness and emergency management instructors, and other service instructors teaching in AETC technical training courses.

54.2. Contract instructors are not eligible for the master instructor program.

54.3. Candidates for master instructor must be assigned to the instructor position when the nomination is submitted for certification.

55. Program Criteria. The criteria for achieving master instructor includes an academic degree, teaching experience, continuing education, instructor evaluations, professional projects, and instructor awards.

55.1. Academic Degree Criteria. An academic degree is a prerequisite for master instructor. Officers must have at least a baccalaureate degree. Airmen, other service instructors, and civilians must have at least an associate degree. Academic achievement beyond these minimum requirements is highly encouraged as master instructor status denotes achievements that exceed minimum requirements. Non-degreed instructors must complete minimum CCAF degree requirements before courses can be applied toward the continuing education criteria of this program.

55.2. Teaching Experience Criteria:

55.2.1. Instructors and instructor supervisors who desire to achieve master instructor status must complete a minimum of 2 years of teaching experience from the DAID, with a minimum of 1,000 hours as primary instructor teaching in a block or blocks of instruction in which they are qualified. MIR hours, when not the primary instructor, cannot be applied toward the experience criteria.

55.2.2. Returning instructors must have a minimum of 6 months (of the 2 years experience requirement) and 500 hours (of the 1,000 hours teaching requirement) in the current assignment.

55.2.3. For CCAF instructors, use the STARS-FD experience log to track the credible teaching hours. For non-CCAF instructors, use either the STARS-FD experience log or a manual or computer-based log to track teaching hours, according to local procedures.

55.2.3. (SHEPPARDAFB) Use STARS-FD experience log to track the credible teaching hours for non-CCAF instructors.

55.3. Continuing Education Criteria. Degreed instructors can meet the education criteria of the program by completing a minimum of 6 semester hours of college education courses beyond the minimum required degree. These education courses may be CCAF credit awarding courses or available college courses. Courses must align with the subject areas in paragraphs 55.3.1. through 55.3.6. and be upper level (200 series and above) in order to be accepted. No introductory or 100-series courses are applicable.

55.3.1. Counseling or Educational Psychology. Courses should focus on academic counseling techniques, application of counseling techniques, learning theory, adult learning concepts, or educational psychology.

55.3.2. Academic and Performance Measurement. Courses should 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.

55.3.3. Instructional Design. Courses should focus on curriculum development theories and approaches, to include instructional systems design, instructional strategies for adult learners, performance support tools, evaluation strategies, and the analysis of learning systems.

55.3.4. Communication Skills. Courses should focus on advanced verbal and written communications; for example, facilitator or trainer courses and technical writing courses. Courses must be above the level of basic speech, English grammar, and other basic communication courses.

55.3.5. Instructional Technology. Courses should 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.

55.3.6. Other Courses. In addition to the subject area courses identified in paragraphs 55.3.1. through 55.3.5., other submitted courses must (1) directly relate to and enhance the instructor's subject knowledge in their teaching discipline (Air Force specialty) or (2) be education courses to enhance their teaching abilities. The master instructor program manager reviews and approves these courses.

55.3.7. Nonapplicable Courses and Credits. PME courses, CLEP tests, and DANTE tests do not apply toward the education requirement for master instructor.

55.4. Instructor Evaluation Criteria. Instructors must receive an overall rating of excellent or higher on the last three consecutive instructor evaluations (AETC Form 281 or other approved evaluation worksheet). The final instructor evaluation is conducted by personnel outside the training squadron as designated by the training group. The follow-up evaluation does not count as one of the three consecutive evaluations if the instructor receives an NI rating on any one or more items.

55.4.1. For GSUs, an instructor supervisor or a higher-level supervisor or commander will conduct the final evaluation.

55.4.2. DELETED.

55.5. Professional Projects and Instructor Awards Criteria. The professional projects and awards criteria can be met by accumulating a total of 130 points. One point is earned for each hour of participation in a professional project. Instructors must complete a minimum of 80 hours participation in a professional project. A maximum of 50 points may be applied from instructor awards. Paragraph 55.5.2. explains how points are earned for awards.

55.5.1. Professional Projects. Instructors should take an active role in improving the training and education programs of their organization by participating in professional projects directly related to the development of new training or the improvement of existing training. Examples of professional projects include, but are not limited to, performing training reviews, participating in occupational survey development, developing training standards, designing and developing a module of instruction, participating in a utilization and training workshop, and/or developing course materials

and technology inserts for a course revision. If other opportunities for professional projects exist within training organizations, these options must be identified in a supplement to this instruction.

55.5.1.1. Professional projects must be assigned in writing by the instructor supervisor and approved by the Training Development Element (TDE) chief.

55.5.1.2. Maintain either a manual or computer-based log to track the number of hours worked on the approved project. As a minimum, the log should show the specific professional project, the exact dates involved, and the number of hours worked on each date. At the completion of the project, the instructor supervisor and the TDE chief must sign and date the log and document the total number of hours the instructor worked on a training project.

55.5.2. **Awards Criteria.** Instructor awards recognize those individuals who have demonstrated exemplary skills and sustained excellence in teaching performance and made significant contributions to the Air Force mission. Only the specific officer, enlisted, and civilian instructor awards identified in AETCI 36-2802, *AETC Flying and Technical Training Recognition Program*, may be used to satisfy these criteria. The following point equivalents apply:

55.5.2.1. Quarterly award winners: squadron - 5 points, group - 10 points.

55.5.2.2. Annual award winners: squadron - 10 points, group - 20 points, wing or base - 30 points, AETC - 50 points. **Note:** If wing- or base-level competition does not exist, group award winner will receive 30 points.

55.5.2.3. Points are not cumulative. That is, points will not be summed if an instructor wins at two or more levels during an awards cycle. For example, an instructor winning both the squadron and group quarterly awards will earn a total of 10 points; the winner of an AETC annual award earns a total of 50 points. A maximum of 50 points may be applied from instructor awards.

56. Program Management:

56.1. The faculty development unit, where established, manages the master instructor program. AU technical training schools without a faculty development unit, will designate a program manager for this function.

56.2. The master instructor nomination package must include, as a minimum:

56.2.1. Copy of the STARS-FD instructor record for CCAF instructors. For non-CCAF instructors, copy of the STARS-FD instructor record or AETC Form 10 and teaching hours tracking log signed by the instructor supervisor.

56.2.2. Course certificates or copies of transcripts for faculty development or college courses not listed in the STARS-FD instructor record or on the AETC Form 10.

56.2.3. Documents indicating TDE chief approval of a professional project assignment and the log used for tracking the hours worked on the project or projects signed by the instructor supervisor and TDE chief.

56.2.4. A copy of the last three instructor evaluations (AETC Forms 281).

56.3. The instructor supervisor will:

56.3.1. Verify completeness of the master instructor nomination package by ensuring the documents required in this instruction and any additional documents required in the group or wing supplement are included.

56.3.1. **(SHEPPARDAFB)** Use the Master Instructor Award Nomination Checklist, Attachment 8, to ensure required documents are included.

56.3.2. Attach a memorandum coversheet and forward the package to the flight commander or chief, or GSU commander or chief.

56.3.2. **(SHEPPARDAFB)** Use SAFB Form 7, *Master Instructor Award Nomination Memorandum*, as the coversheet.

56.4. The flight commander or chief, or GSU commander or chief, will review and endorse the nomination package and forward it to the squadron commander.

56.5. The squadron commander will review and endorse the nomination package and forward it to the faculty development unit (or designated program manager).

56.6. The faculty development unit master instructor program manager (or designated program manager) will:

56.6.1. Review the package and sign the memorandum coversheet, certifying the information and the supporting attachments meet all program requirements as stated in this instruction and the respective supplement. **Note:** This action must be complete before submitting the AETC Form 630, *Master Instructor Certificate*, to the group commander for signature.

56.6.1. **(SHEPPARDAFB)** The master instructor program manager returns nomination packages not meeting all program requirements to the squadron commander with an explanation of the discrepancies.

56.6.2. Complete the AETC Form 630.

56.6.3. Submit the AETC Form 630 to the group commander for signature and certification.

56.7. The group commander will certify master instructor status by signing the AETC Form 630.

56.7. **(SHEPPARDAFB) Note:** SAFB Faculty Development Flight is not aligned under a training group; therefore, the director of Training Operations will certify master instructor status for Faculty Development instructors by signing the AETC Form 630, *Master Instructor Certificate*.

56.8. The instructor supervisor will document the master instructor award in the STARS-FD on the Awards tab of the instructor record. For non-CCAF instructors, document the master instructor award on the Awards tab in STARS-FD or on the AETC Form 10 in Section I, Instructor Identification/Master Instructor Data.

57. Responsibilities:

57.1. Training groups or wing will establish guidance in a supplement for managing the master instructor program. Supplements will include any additional local program procedures and requirements, responsibilities and format for tracking teaching hours, and will list any additional documents required to support the master instructor nomination package.

57.2. DELETED.

Section M—Support Personnel Requirements and Training

58. Support Personnel. Support personnel are personnel who develop, manage, and evaluate technical training programs such as career development course (CDC) writers, curriculum development managers, TDE chiefs, IMI developers or designers or managers, training managers, training evaluators, training standardization evaluators or inspectors, and resource advisors. **Note:** Requirements in Section M do not apply to BMT and IAAFA. BMT and IAAFA will identify specific training requirements for their support personnel.

59. Training Needs Assessment:

59.1. Supervisors will complete a training needs assessment for all support personnel. The training needs assessment should be completed during the orientation or in-processing of newly assigned support personnel. **Note:** The training needs assessment is a living document. Supervisors will update the training needs assessment as training is completed. Re-assess training needs as the scope of responsibilities change, duties are re-aligned, or training requirements change.

59.2. Supervisors plan formal training for support personnel by assessing the required and recommended training courses each individual assigned to a specific position needs to successfully perform their duties unassisted. Required and recommended training for specific positions is outlined in Attachment 3.

60. Training Selection. Supervisors explore and select training resources that most effectively address training needs within the required timeframe. HQ AETC/A3PV must approve training selected outside of that offered by faculty development units, and the training must enable the assignee to work independently and stay current in the duties of the assigned position.

61. Initial Training

61.1. Initial training for support personnel includes courses necessary to prepare for course development, training management, training evaluation, and resource advisor duties. The specified courses provide support personnel the basic skills and knowledge to succeed in the position. This initial training includes required courses that must be completed prior to performing duties in the position and required courses that must be completed within a specified time period following assignment to the position. Refer to Attachment 3 for required initial training courses for support personnel.

61.2. Support personnel assigned to administer, develop, manage, or evaluate Type 6 Distance Learning courses must complete the applicable E-Learning training modules specified in Attachment 3 as part of initial training.

61.3. Initial training is mandatory for all support personnel hired after the date of this publication change.

61.4. Support personnel employed in AETC technical training on the date of this publication must complete all required initial training for their current position within 1 year of the date of this publication.

61.5. Current support personnel selected for a different position within 1 year of the date of this publication change must complete the required initial training for the new position within 1 year of assuming the new duties.

62. Professional Development and Continuation Training

62.1. Professional Development. Support personnel must keep abreast of new training technologies and instructional design methodologies by attending conferences and professional workshops, reading professional journals and literature, and attending training seminars on new technology applications. They must understand the advantages and disadvantages of each technology and methodology, how these technologies and methodologies could apply in their respective training subjects, and when new technologies will be available for field use. This knowledge is imperative to ensure educationally sound and cost-effective training is developed.

62.1.1. Support personnel are encouraged to take the initiative in professional development and to seek advanced degrees and professional certifications afforded to them such as the CCAF Instructional Systems Development (ISD) certification.

62.1.2. **Instructional Systems Development (ISD) Certification Program.** The ISD certification program is a CCAF program for qualified course/curriculum developers who are formally assigned to CCAF-affiliated schools to develop, write, and manage CCAF collegiate-level courses/curriculum. The purpose of the certification is to formally recognize the CCAF course/curriculum developer's extensive training, education, qualifications, and experience required to develop, write, and manage CCAF curriculum. It is available to qualified officer, enlisted, civilian, contract, foreign, and other service personnel. For eligibility criteria, documentation, and nomination requirements, consult the CCAF PPG.

62.2. Continuation Training. Continuation training is essential to the ongoing professional development of support personnel. This training enhances their technical and professional skills and knowledge in the training environment. Continuation training for support personnel is strongly recommended.

63. Training Documentation. Document the training needs assessment and completed training for support personnel according to local procedures.

64. Responsibilities:

64.1. Training groups or wing will:

64.1.1. Establish, fund, and maintain equitable professional development programs for all support personnel. These programs include, but are not limited to, attendance at subject-matter specific conferences and professional workshops, training seminars on new technology, and subscriptions to subject-matter specific professional journals and literature.

64.1.2. Ensure necessary continuation training courses are available and continuation training requirements are met.

64.1.3. Establish procedures for documenting support personnel training needs assessments and completed training.

64.1.3. **(SHEPPARDAFB)** The supervisor will document the Training Needs Assessment using Attachment 7 as an example.

64.2. Supervisors will:

64.2.1. Assess training needs and plan training for assigned support personnel that meets the requirements of the assigned position.

64.2.2. Schedule personnel for necessary training.

64.2.3. Ensure training is completed and documented.

64.2.4. Mentor and encourage subordinates to seek continuation training beyond the minimum required training to better prepare the subordinate for future responsibilities.

64.2.5. Ensure subordinates are afforded a reasonable opportunity to attend continuation training.

Section N—Training Sources

65. Primary. Where established, faculty development units within the training groups or wing are the primary sources of initial and continuation training for instructors, instructor supervisors, and other support personnel outlined in Attachment 3. Supervisors may seek additional training sources in order to meet unique training requirements.

66. Other. Training offered by other military installations, DoD agencies, commercial sources, and colleges or universities may be used to meet initial and continuation training requirements if required or recommended training is not available from the faculty development units or supplemented by the Standardized Training and Resources Suite modules. When selecting other sources for training, supervisors must take into account the most efficient use of training funds and explore the availability of courses offered through distance learning. Use these sources to the extent possible as an option for reducing training expenditures. Training groups or wing must review and approve training options from other sources intended to satisfy the requirements outlined in Attachment 3 prior to attending training.

67. Geographically Separated Units (GSU). For GSUs, supervisors must determine if the training needed to perform the job can be obtained at the assigned location. When local training is not available, supervisors must seek effective and cost-efficient sources for satisfying the training needs.

68. Catalog of Available Faculty Training. The Education and Training Course Announcements (ETCA) list available training conducted by faculty development units. Supervisors may consult with their local civilian personnel office, education services office, as well as other agencies in the local area for training offerings that may meet job-related needs of their faculty and staff.

Director of Intelligence, Operations, and Nuclear
Integration

(SHEPPARDAFB)

SCOTT A. KINDSVATER, Brigadier General,
USAF
Commander

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

AFDD 1, *Air Force Basic Doctrine*, 14 October 2011

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

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

AFPD 36-29, *Military Standards*, 29 October 2009

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

AFI 33-360, *Publications and Forms Management*, 7 February 2013

AFI 36-2002, *Regular Air Force and Special Category Accessions*, 7 April 1999

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

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

AETCI 36-2203, *Technical and Basic Military Training Development*, 12 August 2009

AETCI 36-2215, *Technical and Basic Military Training Administration*, 9 September 2010

AETCI 36-2802, *AETC Flying and Technical Training Recognition Program*, 9 January 2009

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

(Added-SHEPPARDAFB) Prescribed Forms

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

Adopted Forms/IMTs

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

AF IMT 2096, *Classification/On-the-Job Training Action*, 1 February 1985

(Added-SHEPPARDAFB) AETC Form 281, *Instructor Evaluation Checklist*

(Added-SHEPPARDAFB) AETC Form 470, *Teaching Internship Log*

(Added-SHEPPARDAFB) AETC Form 630, *Master Instructor Certificate*

(Added-SHEPPARDAFB) AETCI 36-2202, *Faculty Development and Master Instructor Programs*, 23 May 2012; Incorporating Change 1, 2 April 2014

(Added-SHEPPARDAFB) AF Form 847, *Recommendation for Change of Publication*

Prescribed Forms

(Added-SHEPPARDAFB) SAFB Form 7, *Master Instructor Award Nomination Memorandum*

Abbreviations and Acronyms

AART—Army/American Council on Education Registry

ADDIE—Analysis, Design, Development, Implementation, and Evaluation

ADLS—Advanced Distributed Learning Service

AETC—Air Education and Training Command

(Added-SHEPPARDAFB) AETCI—Air Education and Training Command Instruction

(Added-SHEPPARDAFB) AF—Air Force

AFECD—Air Force Enlisted Classification Directory

(Added-SHEPPARDAFB) AFMAN—Air Force Manual

AFOCD—Air Force Officer Classification Directory

AFPC—Air Force Personnel Center

AFRC—Air Force Reserve Command

AFRIMS—Air Force Records Information Management System

AFSC—Air Force specialty code

ASL—affiliated school liaison

AU—Air University

BIC—basic instructor course

BMT—basic military training

CBI—computer-based instruction

CBRNE—chemical, biological, radiological, nuclear, and high-yield explosive

CC—commander

CD—deputy commander

CCAF—Community College of the Air Force

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

CDC—career development course

CIC—CCAF Instructor Certification

CLEP—College-Level Examination Program

CoP—community of practice

CTP—course training plan

CTS—course training standard

DAFSC—duty Air Force specialty code

DAID—date assigned instructor duty

DANTES—Defense Activity for Nontraditional Education Support

DAS—date assigned school

Det—detachment

Dev—development

DO—operations officer

DoD—Department of Defense

EQILD—exceptional qualifications in lieu of degree

ETCA—Education and Training Course Announcements

FDEC—faculty development executive council

FDWG—faculty development working group

FISD—fundamentals of instructional systems development

Flt—flight

GSU—geographically separated unit

IAAFA—Inter-American Air Forces Academy

IMI—interactive multimedia instruction

ISD—instructional systems development

ITC—instructor training course

ITMS—Instructor of Technology and Military Science

ITRO—Interservice Training Review Organization

METC—Medical Education and Training Campus

MFR—memorandum for record

MIR—multiple instructor requirement

MOA—memorandum of agreement

MTI—military training instructor

MWD—military working dog

NI—needs improvement

OJT—on-the-job training

OPR—office of primary responsibility

OSD—occupational survey data

PME—professional military education

POC—point of contact

POI—plan of instruction

PPG—policies, procedures, and guidelines

RDS—records disposition schedule

SACSCOC—Southern Association of Colleges and Schools, Commission on Colleges

SMART—Sailor/Marine American Council on Education Registry

SMT—subject-matter testing

SQ—squadron

STARS—Standardized Training and Resources Suite

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

TDE—training development element

TDY—temporary duty

(Added-SHEPPARDAFB) TOF—Faculty Development Flight

(Added-SHEPPARDAFB) TOO—Training Operations Oversight

TQ—teaching qualification

TRG—training group

(Added-SHEPPARDAFB) TRW—Training Wing

TTMS—Technical Training Management System

VTC—video teleconference

Terms

Comprehensive Instructor Training Course—A course designed to provide complete coverage of the knowledge and skills necessary to perform teaching duties as a technical training instructor and award the T-prefix.

Curriculum Development Manager—TDE position also referred to as training developers, course developers, course managers, or single point managers.

Instructor Refresher Course—A course designed to refresh returning T-prefix personnel in the teaching duties of technical training instructors.

Instructor/Trainer—An experienced instructor qualified to teach the portion of instruction where the student instructor is qualifying.

Low Flow Course—Course entering fewer than 75 Air Force students in a fiscal year.

Nonstandardized Courses—Courses developed by a faculty development unit to meet local training requirements.

School Commander—Commander responsible for the entire affiliated school (typically a training group). Subordinate commanders, such as training squadron commanders, may act for the school commander.

Standardized Courses—Courses jointly designed and developed to fulfill the educational and performance needs of instructors, instructor supervisors, curriculum development managers, and

other training support personnel across AETC as identified by the faculty development working group.

Teaching Discipline—Air Force specialty

Webinar—Short for web-based seminar, an interactive presentation, lecture, workshop, or seminar transmitted over the internet. Interactive elements allow the ability to give, receive, and discuss information.

Attachment 2

MANAGEMENT RESPONSIBILITIES FOR FACULTY DEVELOPMENT

A2.1. Management Responsibilities. Table A2.1. lists management responsibilities during the course development process for standardized faculty development courses. Faculty development units developing nonstandardized courses will follow the guidance in AETCI 36-2203 and applicable local supplements. **Note:** “P” in Column E indicates prime faculty development unit responsibility.

Table A2.1. Management Responsibilities.

I T E M	A	B	C	D	E
	Functions	HQ AETC	Functional Manager	Group Training Directors	Faculty Dev Units
1	Participate in faculty development working group	X	X	X	X
2	Co-chair faculty development working group	X	X		
3	Determine course training requirements		X	X	
4	Provide CTS input		X	X	X
5	Prepare, finalize, and coordinate CTS			X	P
6	Approve final CTS		X		
7	Prepare and finalize course chart				P
8	Approve course chart		X		
9	Develop POI and support materials				P
10	Approve POI and measurement plan		X		
11	Review draft publications and provide input				X
12	Compile and coordinate input to draft publications				P
13	Develop validation plan, summary, and/or report				P
14	Approve validation plan, summary, and/or report		X		
15	Provide CTP input				X
16	Develop and maintain CTP				P
17	Approve CTP		X		
18	Participate in course analysis and review		X	X	X
19	Initiate course schedule changes for standardized courses				X
20	Project student training requirement			X	X
21	Schedule classes				X

Attachment 3**REQUIRED AND RECOMMENDED TRAINING**

A3.1. Faculty Training. Table A3.1. lists the required and recommended training courses for faculty members, support personnel who develop, manage, and evaluate training programs, and specific leadership in training organizations. Required training applies to all individuals unless waived per this instruction. Recommended courses are intended to enhance the skills and knowledge of individuals in their assigned positions. Timelines for recommended courses identify the optimum point to receive the training for the specific position. Course titles in bold type denote standardized courses. **Note:** Courses completed prior to assignment to a specific position may be used to satisfy the required training for that position. Supervisors should evaluate the recency of completed training during the training needs assessment.

Table A3.1. Faculty and Support Personnel Training. Numbers in parentheses within the columns refer to the notes at the end of the table. Letters within the columns refer to the schedule at the end of the table.

I T E M	A	B	C	D	E	F	G	H	I	J	K	L
	Course Title	First Tour Technical Training Instructor	Returning Instructor/Instructor Supervisor/ Intermediate Supervisor	Instructor/Intermediate Supervisor	Curriculum Development Manager or TDE Chief	CDC Writer	IMI Manager or Designer or Developer	Resource Advisor/ Cost Center (Squadron [SQ] or higher)	Training Manager	Training Evaluator or Standardization Evaluator	Flt CC or Flt Chief, Det CC or Det Chief	Squadron CC/DO/First Sergeant, Group CC/CD/Superintendent
1	BIC or Comparable ITC	A	B	A								
2	BIC Refresher	I	B	I								
3	Teaching Internship	H	H	H								
4	Air Force Doctrine Review	P	P	P	P							
5	ADDIE	F (6) (7)	F (6) (7)	F (6) (7)	A (1) (7)	C (7)	A (7)	D (7)	C (7)	C (6) (7)	L (7)	L (2) (7)
6	DELETED											
7	Technical Writer	G	G	G	C (1)		D					
8	CDC Writer					A						
9	Occupational Survey Data (OSD)	J	J	J	C (1)	K	L		C	L		
10	Instructional Systems Designer	J	J	J	K	L	L	L	L			
11	Training			K	D		L		D	D		

	Development											
12	Instructor's Intervention Course	K (3)	K (3)	K (3)								
13	CBI Designer Course	J	J	J	J	J	I					
14	Training Management				N			K	C	D	L	L (2)
15	Training Supervisor		A (4) (6) or E (4) (6)	A (6)						C (6)	C	K (2)

16	Instructor Evaluation		I	I						T	T	T (2)
17	Tech Training 101											O
18	STARS 100, Tech Training Process	R	R	R	R	R	R	S	Q	R	S	S
19	STARS 120, Understanding Scheduling Documents				S				Q		S	S
20	STARS 130, The Scheduling Process				S				Q		S	S
21	STARS 140, Training Manager Roles				S			S	Q		S	S
22	STARS 150, Instructor Pricing Documents				S			S	Q		S	S
23	E-Learning 100, Overview	U	U	U	X		X		X	Y	S	S
24	E-Learning 110, Synchronous Instruction	V	V	V	W		W		S	Y		
25	E-Learning 120, Asynchronous Instruction	V	V	V	W		W		S	Y		
26	E-Learning 130, Blended Learning	V	V	V	W		W		S	Y		
27	E-Learning 140, Social Learning	V	V	V	W		W		S	Y		
28	E-Learning 150, Course Management	U	U	U	W		W		X	Y		
29	BMT 101											Z
30	Field Training 101										AA	

Notes:

1. GS-1712-11, Instructor/Developer, positions at Goodfellow AFB will comply with the requirements and recommendations for technical training instructors.
2. Squadron commander or operations officer only.
3. Recommended for instructors, instructor supervisors, and intermediate supervisors in high

intensity/high risk courses.

4. Applies to instructor supervisor and intermediate supervisor.

5. DELETED

6. Instructors and evaluators assigned to 982 TRG may substitute applicable field training specific course for this course.

7. Previous completion of both Fundamentals of Instructional Systems Development (FISD) and Objectives and Tests courses satisfy this requirement.

Schedule:

A. Attendance required before performing duties in this position.

B. Attendance required before performing duties in this position based on supervisor's needs assessment.

C. Attendance required within 3 months of assignment to the position.

D. Attendance required within 6 months of assignment to the position.

E. Attendance required within 6 months if completed during previous assignment.

F. Attendance required before assignment to development project or within 24 months of DAID.

G. Attendance required before assignment to development project. Attendance recommended 24 to 36 months from DAID.

H. Enrollment required upon DAID. Must be completed within 3-12 months.

I. Attendance required when need is identified by supervisor.

J. Attendance recommended before assignment to development project.

K. Attendance recommended within 6 months of assignment to the position.

L. Attendance recommended within 12 months of assignment to the position.

M. Attendance recommended within 18 months of assignment to the position.

N. Attendance recommended within 24 months of assignment to the position.

O. Attendance required for training group commanders, deputy commanders, and superintendents; training squadron commanders, operations officers, and first sergeants, no sooner than 90 days and no later than 180 days of assignment to a technical training organization. The seminar is given at 2 AF, Keesler AFB MS. When personnel cannot attend within the specified time period, submit a waiver request to 2 AF/TTOC.

P. One-time requirement for USAF personnel and DAF civilians only. Instructors, instructor supervisors, and intermediate supervisors complete as part of the teaching internship.

Q. Completion required within 3 months of assignment to position.

R. Completion recommended prior to performing subject-matter duties.

S. Completion recommended within 6 months of assignment to position.

- T. Completion required prior to performing instructor evaluations if member has not completed Training Supervisor course.
- U. Completion required before performing duties in a Type 6 course.
- V. Completion required before performing duties in a Type 6 course using specified methodology.
- W. Completion required prior to developing Type 6 courses using specified methodology.
- X. Completion required within 3 months of assignment if developing or managing Type 6 courses.
- Y. Completion required prior to evaluating Type 6 courses.
- Z. Attendance is mandatory for BMT squadron commanders and operations officers. Course conducted in residence at JBSA Lackland AFB TX once a year during peak rotation period (summer).
- AA. Attendance required for field training detachment (Det) commander or Det Chief. Course will be conducted during the annual 982 TRG Worldwide Workshop.

Attachment 4**AETC FORM 10 INSTRUCTIONS**

A4.1. 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.

A4.2. – INSTRUCTOR IDENTIFICATION/MASTER INSTRUCTOR DATA

A4.2.1. **NAME** – self explanatory.

A4.2.2. **SERVICE** – enter branch of service (USAF, USMC, USA, USN, DAF, etc.).

A4.2.3. **GRADE** – enter grade (Capt, TSgt, GS-9, etc.).

A4.2.4. **ORGANIZATION** – enter organization and office symbol (Example: 33X TRS/ABC).

A4.2.5. **AFSC/MOS/NEC/CIV OCC CODE** – enter duty AFSC (DAFSC), MOS, NEC, or civilian occupation code (series).

A4.2.6. **INTERNSHIP COMPLETION DATE** – enter the date the teaching internship completed.

A4.2.7. **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.

A4.2.8. **DATE MASTER INSTRUCTOR AWARDED** – enter the date master instructor awarded from the AETC Form 630, *Master Instructor Certificate*.

A4.3. – ASSIGNED COURSES

A4.3.1. **COURSE NUMBER** – enter the course number. **Note:** Re-qualification requires a new entry.

A4.3.2. **COURSE TITLE** – enter the course title.

A4.3.3. **BLOCK** – enter the block number the instructor is qualified to teach.

A4.3.4. **DATE ASSIGNED** – enter date the supervisor certified the instructor as qualified to teach the specific block listed.

A4.3.5. **DATE REMOVED** – enter the date when the instructor is no longer qualified to teach the specific block of the course.

A4.4. – SUBJECT MATTER TESTING/VERIFICATION

A4.4.1. 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.

A4.4.2. **COURSE NUMBER/BLOCK** – enter the course and block number for the SMT completed. Use one line entry for each SMT.

A4.4.3. **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.

A4.4.4. **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.

A4.4.5. **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.

A4.4.6. **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.

A4.5. – MILITARY TRAINING COURSES ATTENDED/LOCAL TRAINING – enter course number, course title, date completed, and course hours.

A4.6. – AWARDS, LICENSURES, AND CERTIFICATIONS

A4.6.1. Enter any awards received, licensures and/or certifications held.

A4.6.2. **DESCRIPTION** – enter awarding organization and description of award.

A4.6.3. **DATE RECEIVED** – enter date awarded.

Attachment 5**AETC FORM 470 INSTRUCTIONS**

A5.1. Use the following instructions when completing the AETC Form 470.

A5.2. NAME – self explanatory.

A5.3. SERVICE – enter branch of service (USAF, USMC, USA, USN, DAF, etc.).

A5.4. GRADE – enter grade (Capt, TSgt, GS-9, etc.).

A5.5. UNIT – enter organization and office symbol (Example: 33X TRS/ABC).

A5.6. DUTY PHONE – enter DSN extension.

A5.7. AFSC/MOS/NEC/CIV OCC CODE – enter duty AFSC (DAFSC), MOS, NEC, or civilian occupation code (Series).

A5.8. INTERNSHIP DATES

A5.8.1. **ENTERED** – enter date enrolled in the internship. **Note:** The enrollment date cannot be prior to the graduation date from ITC.

A5.8.2. **COMPLETED** – this block is completed by the faculty development unit.

A5.9. REQUIRED TRAINING – enter start date, stop date, and total hours for items A – E and completion date in F.

A5.10. ADDITIONAL TRAINING – enter requirements as prescribed by local supplement and completion dates.

A5.11. INSTRUCTOR EVALUATIONS – enter course number, date, rating (5, 4, 3, 2, or 1) and mark the type of evaluation (qualification, scheduled, no-notice or follow up).

A5.12. SUPERVISED TEACHING – enter the start date, stop date and hours.

A5.13. REMARKS – self explanatory

A5.14. Block 13 (Instructor Supervisor signature) – enter digital signatures of instructor supervisor verifying all internship requirements have been met.

A5.15. Block 14 (Flight Commander or Flight Chief signature) – enter digital signature of flight commander or flight chief certifying all internship requirements are complete.

Attachment 6

INSTRUCTOR EVALUATION GUIDE

A6.1. Purpose. This attachment provides a guide to conducting instructor evaluations and rating an instructor's performance.

A6.2. 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.

A6.3. Preparing for the Evaluation:

A6.3.1. Ensure you have the following, as applicable, prior to entering the classroom:

- A6.3.1.1. Blank AETC Form 281.
- A6.3.1.2. Writing paper for notes.
- A6.3.1.3. AETCI 36-2202, Attachment 6.
- A6.3.1.4. Pen or pencil.

A6.3.2. Ensure you have reviewed the following, as applicable, to ensure a comprehensive evaluation:

- A6.3.2.1. Master lesson plan (available from instructor supervisor).
- A6.3.2.2. Copies of evaluation instructions if students are being evaluated during observation period (available from TDE).
- A6.3.2.3. Technical orders, checklists, or other references as needed (available from instructor supervisor).
- A6.3.2.4. MIR waiver, if any (available from instructor supervisor).

A6.3.3. Position yourself in the classroom or laboratory where you will not distract the students.

A6.3.4. Do not participate in discussions during the evaluation period.

A6.3.5. Do not disrupt classroom instruction. Check lesson plans, etc., before or after class or during a break.

A6.3.6. If the evaluator is not the instructor supervisor, coordinate the evaluation with the appropriate instructor supervisor.

A6.4. Completing the AETC Form 281:

A6.4.1. Prior to beginning the evaluation:

- A6.4.1.1. Complete all blocks prior to Section I on the AETC Form 281.
- A6.4.1.2. Place an X in the appropriate box to identify the type of evaluation.

A6.5. Completing :

A6.5.1. Part A, Teaching Preparation:

A6.5.1.1. **General.** Place an X in the appropriate YES/NO block for every item (A1 through A3).

A6.5.1.1.1. If the instructor accomplished the item, mark the YES column.

A6.5.1.1.2. If the instructor did not accomplish the item, mark the NO column.

A6.5.1.1.2.1. If NO is marked, and the item is *not applicable* to the lesson observed, also mark the NA column.

A6.5.1.1.2.2. 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.

A6.5.1.2. Item 1, Lesson Plan/Other Teaching Guides Approved by the Supervisor; Technical Orders Are Current:

A6.5.1.2.1. YES: Lesson plan review is current, signed by supervisor within the last year, and used to guide training activities in the classroom or lab area.

A6.5.1.2.2. 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.

A6.5.1.3. Item 2, Equipment/Training Aids/Computer Technology Listed in POI Is Ready For Use:

A6.5.1.3.1. YES: Instructor ensured required equipment, training aids, and computer technology listed in POI are available and ready for use within the classroom.

A6.5.1.3.2. NO: Equipment, training aids, or computer technology listed in POI are not available, set up, or functioning as required by the lesson.

A6.5.1.4. Item 3, Mandatory Informational Items Appropriately Posted in Instructional Area:

A6.5.1.4.1. YES: All informational items identified by local policy are current; POC information is correct and displayed in the classroom or lab area.

A6.5.1.4.2. NO: One or more required informational items are not posted, not current, or POC information is incorrect.

A6.5.2. Part B, Instructional Skills and Ability:

A6.5.2.1. **General.** Place an X in the appropriate RATING block adjacent to each line item (B4 through B16).

A6.5.2.2. Item 4, Stated Lesson Overview and Included a Clear Statement of Objectives:

A6.5.2.2.1. OUTSTANDING: Clear step-by-step overview of lesson outlined; correlated the objective to performance on the job; clearly explained instructor assists and method of student measurement.

- A6.5.2.2.2. EXCELLENT: Objectives were written on the board, flip chart, training material or other audiovisual aid and matched POI; stated the objectives up front and properly explained lesson.
- A6.5.2.2.3. SATISFACTORY: Stated lesson overview and included a statement of the objectives.
- A6.5.2.2.4. NEEDS IMPROVEMENT: Objectives of the lesson not stated; no overview.
- A6.5.2.3. Item 5, Used Appropriate Techniques (Examples, Scenarios) to Assist and Motivate Students:
- A6.5.2.3.1. OUTSTANDING: Observed student participation in class and properly evaluated progress to identify requirements for individual improvement; actively involved students in the lesson; used explicit and interesting examples to stimulate student interest and motivation.
- A6.5.2.3.2. EXCELLENT: Adjusted approach to subject matter to assure students assimilated material; maintained positive learning environment; related material to actual job performance.
- A6.5.2.3.3. SATISFACTORY: Attempted to involve students in the lesson; displayed enthusiasm during instruction; motivation and remotivation steps included as required by lesson plan.
- A6.5.2.3.4. NEEDS IMPROVEMENT: Did not attempt to involve the students in the lesson; displayed a lack of enthusiasm for the material.
- A6.5.2.4. Item 6, Used Training Aids Effectively:
- A6.5.2.4.1. 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.
- A6.5.2.4.2. EXCELLENT: Training aids and devices used in a manner that enhanced training outcome; all aids fully visible to all students; few errors in training aid use, which were not repeated.
- A6.5.2.4.3. SATISFACTORY: Used training aids effectively; several errors occurred in training aid use, but they did not detract from the lesson.
- A6.5.2.4.4. 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.)
- A6.5.2.5. Item 7, Displayed Natural Mannerisms and Maintained Eye Contact:
- A6.5.2.5.1. OUTSTANDING: Used eye contact to assess student understanding and to draw students into the discussion; gestures completely relaxed and natural; no distracting mannerisms.
- A6.5.2.5.2. EXCELLENT: Impartial eye contact with all students; few distracting mannerisms; used gestures to emphasize and clarify difficult points.

A6.5.2.5.3. SATISFACTORY: Displayed natural mannerisms; maintained eye contact most of the time; used appropriate gestures; several distracting mannerisms.

A6.5.2.5.4. NEEDS IMPROVEMENT: Eye contact not impartial; did not speak directly to the students for long periods or excessively read to the students; gestures stiff and unnatural; distracting mannerisms occurred frequently or persisted for an excessive period of time (Examples: hands in pockets, jingling keys, parade rest, “fig-leaf,” leaning on podium, playing with markers or other training aids, etc.).

A6.5.2.6. Item 8, Verbalized Effectively (i. e., Good Volume/Tone/Pitch/Speed/Grammar) and Avoided Verbal Distracters:

A6.5.2.6.1. OUTSTANDING: Used vocal variety to convey difference in meaning; no grammar or sentence structure errors; no verbal distracters.

A6.5.2.6.2. EXCELLENT: Varied rate of delivery as well as the volume, force, and pitch of voice; few grammar or sentence structure errors; few verbal distracters.

A6.5.2.6.3. SATISFACTORY: Verbally clear and easily heard; several grammar and sentence structure errors; several verbal distracters; several grammar or sentence structure errors.

A6.5.2.6.4. NEEDS IMPROVEMENT: Mispronounced technical terms; frequently used improper grammar and sentence structure; voice too loud or too quiet; frequent verbal distracters (Examples: overuse of stock expressions, vocalized pauses).

A6.5.2.7. Item 9, Used Effective Question and Answer Techniques:

A6.5.2.7.1. 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 students into the discussion; planned questions to ensure all students reached the objective; did not use questions that did not stimulate thought; questions were easily understood by all and all responses were validated.

A6.5.2.7.2. EXCELLENT: Used questions to initiate, support, and control the discussion; used questions to draw students 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.

A6.5.2.7.3. SATISFACTORY: Used few questions to control the discussion; used questions to draw most students 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 students and few responses were discounted.

A6.5.2.7.4. NEEDS IMPROVEMENT: Did not use questions to control the discussion; relied solely on overhead or directed questions leaving many students out of the discussion; questions were not planned or did not support the objective; did not use thought-provoking questions (Example: students merely parroted back answers); questions were not understood by students (Example: students did not know how to respond); did not adequately address student questions or discounted student responses to questions.

A6.5.2.8. Item 10, Administered Student Measurement Appropriately:

A6.5.2.8.1. **OUTSTANDING:** Covered missed material with students to ensure they understood why errors occurred; reinforced student understanding of material evaluated.

A6.5.2.8.2. **EXCELLENT:** Covered high-miss questions, near high-miss questions, and answered all student questions effectively.

A6.5.2.8.3. **SATISFACTORY:** Administered student measurement devices properly according to measurement instructions; read student instructions to class before administering measurement; reviewed missed questions and gave correct responses in critique.

A6.5.2.8.4. **NEEDS IMPROVEMENT:** No critique of measurement device; measurement device administered improperly; did not read student instructions to class before administering measurement device.

A6.5.2.9. Item 11, Maintained Control of Class:

A6.5.2.9.1. **OUTSTANDING:** Full attention of each student focused on lesson.

A6.5.2.9.2. **EXCELLENT:** Student behavior and attitudes conducive to learning; student attention was focused on lesson; few inattentive students noted; inattentive students were effectively refocused and/or counseled.

A6.5.2.9.3. **SATISFACTORY:** Students were for the most part attentive to the lesson; inappropriate student behavior, if displayed, was corrected; several inattentive students were noted; classroom rules were enforced.

A6.5.2.9.4. **NEEDS IMPROVEMENT:** Student behavior distracted other members of the class; inappropriate student behavior was not corrected; majority of students did not have their attention on the lesson; classroom rules not enforced (Examples: drinks around equipment, student late reporting or returning to class from a break, etc.).

A6.5.2.10. Item 12, Demonstrated Thorough Knowledge of Subject/Procedures:

A6.5.2.10.1. **OUTSTANDING:** Clearly explained the subject at hand; quickly and correctly answered questions pertaining to the subject; no technical errors noted.

A6.5.2.10.2. **EXCELLENT:** Demonstrated thorough knowledge of subject and procedures; used examples to clarify problem areas; no more than one corrected technical error noted.

A6.5.2.10.3. **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.

A6.5.2.10.4. **NEEDS IMPROVEMENT:** Did not fully understand the subject; lesson contained one or more uncorrected technical errors (incorrect, inaccurate, outdated information, and/or procedures); lesson contained several uncorrected technical errors.

A6.5.2.11. Item 13, Utilized Multiple Instructor Requirement (MIR) Effectively:

A6.5.2.11.1. OUTSTANDING: Instructor provided guidance and direction to the MIR; instructor and MIR worked well together, significantly contributing to the learning process.

A6.5.2.11.2. EXCELLENT: Used MIR to effectively enhance instruction and safety.

A6.5.2.11.3. SATISFACTORY: MIR used at appropriate times, as indicated in POI.

A6.5.2.11.4. NEEDS IMPROVEMENT: MIR not used as indicated in POI; required MIR not used.

A6.5.2.12. Item 14, Demonstrated Poise and Set Positive Example of Dress and Behavior:

A6.5.2.12.1. OUTSTANDING: A role model for students; far exceeded dress and appearance requirements.

A6.5.2.12.2. EXCELLENT: Displayed professional attitude, confidence and good posture; exceeded dress and appearance requirements.

A6.5.2.12.3. SATISFACTORY: Exhibited professional behavior; in compliance with dress and appearance standards.

A6.5.2.12.4. NEEDS IMPROVEMENT: Behavior not professional; cynicism, profanity, intimidation, or off-color remarks used; lacked poise (Examples: poor posture; sat on tables, etc.); not in compliance with dress and appearance standards.

A6.5.2.13. Item 15, Managed Lesson Effectively/Completed All Phases of Lesson, Reviewed Main Points in Lesson Summary:

A6.5.2.13.1. OUTSTANDING: Transitions were used to bridge key points; 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 remotivated students during conclusion.

A6.5.2.13.2. EXCELLENT: All objectives covered in detail; effective conclusions, interim summaries, and transitions; in group-paced classes, adjusted pace according to student needs when appropriate.

A6.5.2.13.3. SATISFACTORY: All portions of the lesson were covered; lesson well paced; conclusions, interim summaries, transitions used as indicated in lesson plan.

A6.5.2.13.4. 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.

A6.5.2.14. Item 16, Noted Those Students Not in Compliance With Required Standards for Behavior/Appearance:

A6.5.2.14.1. OUTSTANDING: Corrected students not meeting standards with candor and tact while preserving a positive learning environment.

A6.5.2.14.2. EXCELLENT: Identified students not meeting standards and held them accountable to take corrective actions.

A6.5.2.14.3. SATISFACTORY: Noted those students not in compliance with behavior and appearance standards.

A6.5.2.14.4. NEEDS IMPROVEMENT: Did not note those students out of compliance with behavior and appearance standards.

A6.5.3. Part C, Performance Exercise Presentation:

A6.5.3.1. **General.** Place an X in the appropriate RATING block adjacent to each line item (C17 through C23).

A6.5.3.2. Item 17, Stated Accurate and Complete Instructions/Guidance; Used Correct Terms:

A6.5.3.2.1. OUTSTANDING: Ensured all students understood all aspects of the performance exercise; previewed elements of the lesson plan and performance exercise and accentuated known difficult areas of the lab.

A6.5.3.2.2. EXCELLENT: Thoroughly explained the performance exercise, including the evaluation criteria; integrated the exercise with the lesson.

A6.5.3.2.3. SATISFACTORY: Briefed students on the performance exercise instructions and guidance using correct terminology.

A6.5.3.2.4. NEEDS IMPROVEMENT: Failed to explain the performance exercise to the students; used incorrect terminology.

A6.5.3.3. Item 18, Clearly Identified Procedure Versus Technique:

A6.5.3.3.1. OUTSTANDING: Ensured understanding of all procedures and various approved techniques to accomplish the procedures.

A6.5.3.3.2. EXCELLENT: Thoroughly explained step-by-step instructions as procedures and technical methods as techniques.

A6.5.3.3.3. SATISFACTORY: Differentiated between procedure and technique (i.e., what to do vs. how to do, etc.).

A6.5.3.3.4. NEEDS IMPROVEMENT: Did not differentiate between procedure and technique.

A6.5.3.4. Item 19, Stated Student-specific Goals Based on Trends and Desired Learning Objectives Where Applicable:

A6.5.3.4.1. OUTSTANDING: Motivated students to achieve student-specific goals.

A6.5.3.4.2. EXCELLENT: Explained student-specific goals based on previous trends and objectives.

A6.5.3.4.3. SATISFACTORY: Stated student-specific goals based on objectives.

A6.5.3.4.4. NEEDS IMPROVEMENT: Did not state student-specific goals based on objectives.

A6.5.3.5. Item 20, Involved Students in the Introduction/Demonstration of New Procedures:

A6.5.3.5.1. OUTSTANDING: Related new procedures to previous knowledge.

A6.5.3.5.2. EXCELLENT: Involved students actively in the introduction and demonstration of new procedures; answered all questions effectively.

A6.5.3.5.3. SATISFACTORY: Ensured all students could see and hear introduction and demonstration (passive involvement).

A6.5.3.5.4. NEEDS IMPROVEMENT: Students not involved in the introduction and demonstration of new procedures; students could not see and/or hear introduction/demonstration.

A6.5.3.6. Item 21, Ensured Equipment Was Properly Configured and Addressed Any Unexpected Problems Appropriately:

A6.5.3.6.1. OUTSTANDING: All materials organized and properly configured, set up, and arranged effectively to obtain full benefits of the equipment.

A6.5.3.6.2. EXCELLENT: Ensured equipment was ready for immediate use.

A6.5.3.6.3. 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.

A6.5.3.6.4. NEEDS IMPROVEMENT: Equipment required by POI was not present; did not ensure proper equipment configuration or address unexpected problems.

A6.5.3.7. Item 22, Provided Appropriate and Timely Explanations During Student Performance:

A6.5.3.7.1. OUTSTANDING: Maintained student motivation during correction; provided guidance as students were allowed to correct their errors.

A6.5.3.7.2. EXCELLENT: Provided additional information or guidance to clarify the subject during student performance.

A6.5.3.7.3. SATISFACTORY: Provided appropriate and timely explanations during student performance; used instructor assists correctly.

A6.5.3.7.4. NEEDS IMPROVEMENT: Did not provide appropriate or timely explanations during student performance; misused instructor assist.

A6.5.3.8. Item 23, Integrated Safety Principles into Lesson and Applied Safety Precautions at All Times:

A6.5.3.8.1. OUTSTANDING: Modeled safety precautions and equipment use during the lesson; emphasized safety principles in the performance exercise.

A6.5.3.8.2. EXCELLENT: Covered safety procedures for present procedure and environment; explained the specific hazards and motivated students to follow safety precautions.

A6.5.3.8.3. SATISFACTORY: Integrated general safety procedures into performance exercise; identified hazards and safety precautions and equipment; enforced safety at all times.

A6.5.3.8.4. NEEDS IMPROVEMENT: Did not integrate general safety procedures into lesson; did not enforce safety.

A6.5.4. Part D, Feedback to Students:

A6.5.4.1. **General.** Place an X in the appropriate RATING block adjacent to each line item (D24 through D28).

A6.5.4.2. Item 24, Accurately Reconstructed Performance/Mission Events:

A6.5.4.2.1. **OUTSTANDING:** Reconstruction included final summary to clarify the lesson in the minds of all students, to correct any misunderstandings, and to reemphasize main points.

A6.5.4.2.2. **EXCELLENT:** Used positive review of performance event to promote further study and to increase student participation.

A6.5.4.2.3. **SATISFACTORY:** Accurately reconstructed performance and mission events.

A6.5.4.2.4. **NEEDS IMPROVEMENT:** Did not accurately reconstruct performance and mission events.

A6.5.4.3. Item 25, Identified Student Strengths/Weaknesses:

A6.5.4.3.1. **OUTSTANDING:** Identified the root causes of the weaknesses in student performance, if any.

A6.5.4.3.2. **EXCELLENT:** Provided detailed explanation of student strengths and weaknesses during and/or after performance.

A6.5.4.3.3. **SATISFACTORY:** Identified student strengths and weaknesses.

A6.5.4.3.4. **NEEDS IMPROVEMENT:** Did not address student strengths and weaknesses.

A6.5.4.4. Item 26, Discussed Corrective Action for Student Weaknesses:

A6.5.4.4.1. **OUTSTANDING:** Suggestions given to promote and increase student understanding and knowledge; provided related instruction, practice, or remediation to students when needed to accomplish the objective.

A6.5.4.4.2. **EXCELLENT:** Used positive feedback to encourage further student effort; used a variety of teaching techniques to aid students in accomplishing the objective.

A6.5.4.4.3. **SATISFACTORY:** Discussed corrective action for student weaknesses.

A6.5.4.4.4. **NEEDS IMPROVEMENT:** Did not discuss corrective actions for student weakness.

A6.5.4.5. Item 27, Accurately Assessed Student Achievement of Goals/Learning Objectives:

A6.5.4.5.1. **OUTSTANDING:** Thoroughly assessed all aspects of the students' performance of the task or mastery of the subject.

A6.5.4.5.2. **EXCELLENT:** Assessed most elements of subject or task.

A6.5.4.5.3. **SATISFACTORY:** Evaluated key elements of subject or task.

A6.5.4.5.4. NEEDS IMPROVEMENT: Did not accurately assess student achievement and understanding.

A6.5.4.6. Item 28, Described Next Phase of Training and Suggested Preparation Assignments:

A6.5.4.6.1. 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.

A6.5.4.6.2. EXCELLENT: Provided students with study materials and gave assignments for the next phase of training; explained why material is important and how it relates to other objectives.

A6.5.4.6.3. SATISFACTORY: Described next phase of training and assigned or suggested preparation assignments.

A6.5.4.6.4. NEEDS IMPROVEMENT: Did not discuss the next phase of training; did not suggest preparation assignments.

A6.5.5. Part E, Additional Items (Items 29-39):

A6.5.5.1. This section may be used to document and provide feedback on evaluation items that are unique to a training location or course. Examples may include, but are not limited to:

A6.5.5.1.1. Ensured security procedures were followed (in classified courses).

A6.5.5.1.2. Ensured universal precautions were applied (in medical courses).

A6.5.5.1.3. Ensured weapons safety precautions were followed (in security forces courses).

A6.5.5.1.4. Reinforced “don’t give legal advice” policy (in paralegal courses).

A6.5.5.1.5. Ensured static electricity precautions were followed (in munitions courses).

A6.5.5.1.6. Ensured foreign object damage prevention techniques were applied (in aircraft maintenance courses).

A6.5.5.1.7. Reinforced information awareness procedures (in information systems courses).

A6.5.5.2. This section may also be used to document and provide feedback on evaluation items that are applicable to student-centered and small group learning approaches. Examples may include, but are not limited to:

A6.5.5.2.1. Encouraged students to take an active role in learning.

A6.5.5.2.2. Challenged students to continue or expand discussion.

A6.5.5.2.3. Allowed discussion to run without relinquishing control of class.

A6.5.5.2.4. Encouraged students to talk to each other, not just to the instructor.

A6.5.5.2.5. Refocused group as needed to keep it on topic and on time.

A6.5.5.2.6. Facilitated lively, focused discussion without becoming the center of attention.

A6.5.5.2.7. Encouraged critical and creative thinking on the topic.

A6.5.6. **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.

A6.6. Performance Rating:

A6.6.1. 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.

A6.6.2. 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.

A6.6.3. To be rated *excellent*, the instructor must satisfy all requirements of both the *satisfactory* and *excellent* ratings.

A6.6.4. 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.

A6.6.5. Compute the overall rating as follows: (**Note:** Do not round up computations.)

A6.6.5.1. OUTSTANDING – 85% or more items rated *outstanding*. No items rated *needs improvement*.

A6.6.5.2. EXCELLENT – 75% or more items rated *excellent* or higher. No items rated *needs improvement*.

A6.6.5.3. SATISFACTORY – 75% or more items rated *satisfactory* or higher. No more than 25% of items rated *needs improvement*.

A6.6.5.4. NEEDS IMPROVEMENT – 26-39% of items rated *needs improvement*.

A6.6.5.5. UNACCEPTABLE – 40% or more of the items rated *needs improvement*.

A6.6.6. Overall rating scores to record in STARS-FD are as follows:

A6.6.6.1. OUTSTANDING – 5.

A6.6.6.2. EXCELLENT – 4.

A6.6.6.3. SATISFACTORY – 3.

A6.6.6.4. NEEDS IMPROVEMENT – 2.

A6.6.6.5. UNACCEPTABLE – 1.

A6.7. for Improvement or General Comments. Provide constructive feedback. Explain what the BIC student or 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.

A6.8. 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.

A6.9. -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 7 (Added-SHEPPARDAFB)
TRAINING NEEDS ASSESSMENT (SAMPLE)**



**DEPARTMENT OF THE AIR FORCE
AIR EDUCATION AND TRAINING COMMAND**

_____ Date

MEMORANDUM FOR RECORD

FROM: _____
(Supervisor/Instructor Supervisor's Name)

TO: _____
(Instructor/Support Personnel's Name) (Date Assigned to Current Position)

SUBJECT: Training Needs Assessment – Member Name, Position

1. This Training Needs Assessment was accomplished IAW AETCI 36-2202, *Faculty Development and Master Instructor Programs*, Paras 22.3., 22.3.1., 22.3.2., 59.1., 59.2., and Attachment 3. This MFR is a living document and will be updated until all required and recommended training is accomplished and/or this individual is no longer performing instructor or support personnel duties.

2. The following areas have been assessed:

	Date Assessed	Supervisor/IS Initials
Previous Experience	_____	_____
Military Training	_____	_____
Non-Military Training	_____	_____
Previous Education	_____	_____
On-the-job Training	_____	_____

3. The following are required training courses:

	Required By Date	Date Completed
Course Name	_____	_____
Course Name	_____	_____

4. The following are recommended training courses:

	Recommended By Date	Date Completed
Course Name	_____	_____
Course Name	_____	_____

5. If there are any questions or concerns regarding this memorandum, please contact the supervisor or instructor supervisor.

(Supervisor/Instructor Supervisor Printed Name)

(Supervisor/Instructor Supervisor Signature)

Attachment 8 (Added-SHEPPARDAFB)

MASTER INSTRUCTOR AWARD NOMINATION CHECKLIST (SAMPLE)

_____ Member meets minimal teaching experience requirements: The STARS-FD record must reflect 2 years from DAID and 1,000 teaching hours for first-tour instructors. Returning instructors must meet the total requirement of 2 years and 1,000 teaching hours, 6 months and 500 hours of the total must be completed during the current tour.

_____ Complete Heading: Self Explanatory

SUPPORTING DOCUMENTATION:

_____ STARS-FD Instructor Record

_____ College Transcript Copy, (If required)

_____ Professional Project Assignment Letter

_____ Professional Project Log (Signed log must include exact dates involved and number of hours worked on each date.)

_____ Last Two Instructor Evaluations and Master Instructor Evaluation

_____ College Course Catalog Description (Required only when necessary to document how the course directly supports the area in which the instructor is teaching.)

_____ LAST TWO INSTRUCTOR EVALUATIONS: Ratings must be Excellent or Outstanding.

_____ MASTER INSTRUCTOR EVALUATION: Rating must be Excellent or Outstanding.

_____ SIGNATURES: Required individuals will sign appropriate block. Signature certifies

all information on the form is accurate.