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CAREER FIELD EDUCATION AND TRAINING PLAN



1712 TRAINING INSTRUCTION SERIES

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**CAREER FIELD EDUCATION AND TRAINING PLAN
TRAINING INSTRUCTION
OCCUPATIONAL SERIES 1712**

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Part I

Preface

1. This career field education and training plan (CFETP) is a comprehensive document that identifies lifecycle development opportunities and support resources. To help training instruction personnel gain the skills and competencies needed in their careers to become innovative leaders, this CFETP introduces a new competency-based force development model to ensure personnel in the 1712 Training Instruction occupational series are ready and capable of administering, supervising, advising on analyzing, designing, developing, implementing, evaluating, or providing educational or training services in formal or informal education and training programs. The 1712 occupational competencies may be used by personnel of the Training Instruction series and their supervisors/mentors/commanders to evaluate proficiency throughout a career and guide career development efforts. The CFETP provides personnel pathways to success and create a foundation for the Air Force to ascertain the knowledge, skills, abilities, and other characteristics (KSAO) required to develop the Airmen we need.

***Note:** This CFETP is a voluntary resource to facilitate deliberate competency development for the civilian 1712 Training Instruction occupational series and support the military who occupy equivalent positions.*

2. The CFETP consists of two parts. Supervisors can plan, manage, and control development requirements using both parts of the plan.

3. Part 1 provides information necessary for overall management of the 1712 professionals. Section A details general information on utilization of the plan. Section B identifies duties and responsibilities, competencies, and career progression information, training strategies, and a civilian development path.

4. Part 2 includes the following: Section A: Identifies the Specialty Training Standard (STS) and includes competencies, sub-competencies, and proficiency levels. Section B: Identifies available support materials (for example: a Competency Assessment Workbook aids material designed to support competency and proficiency development.) Section C identifies a training course index that a supervisor can use to determine resources available to support development. Supervisors and trainers use Part 2 to identify, plan, and conduct development commensurate with the overall goals of this plan.

5. Following the guidance provided in this CFETP will ensure Training Instruction personnel receive effective and targeted development at all key stages of their careers, supporting their growth and proficiency throughout their professional journey.

6. Abbreviations/Terms Explained

Ability – A present competence to perform an act, either innate or the result of learning and practice.

Accountability – Demonstrates reliability and honesty; takes responsibility for the actions and behaviors of self and team.

Analysis – The process of determining the learning needs of a target audience.

Analytical Thinking – Identifies problems; evaluates alternative perspectives / solutions; makes effective recommendations; and identifies courses of action.

Assess – A systematic method of gathering, documenting, analyzing, and interpreting empirical data to refine plans, programs, and processes to improve effectiveness or efficiency.

Behavior – An activity performed to achieve objectives of the job. Involves observable (physical) components and unobservable (mental) components. Behaviors consist of the performance of one or more tasks.

Career Field Manager (CFM) – The focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance. Must be appointed by the Functional Manager and hold the grade of GS-15 (or equivalent) for civilian specialties.

Coaching – Relationship where an uncertified or certified professional coach provides technical support focusing on development of clients based on their identified performance need.

Content Delivery – The means and methods of delivering subject matter to learners.

Communication – Effectively presents, promotes and prioritizes various ideas and issues both verbally and non-verbally through active listening, clear messaging and by tailoring information to the appropriate audience.

Competency Model – A collection of competencies that together defines successful performance in a particular work setting. Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development, and retention. Competency models can be developed for specific jobs, job groups, organizations, occupations, or missions. Some competency models include information about the levels of competence, mastery, or proficiency required at different occupational levels.

Creative Thinking – Develops new insights into new situations; questions conventional approaches.

Critical Thinking – A disciplined process of analyzing and evaluating facts to form judgement or possible solutions.

Decision Making – Makes well-informed, effective and timely decisions that weigh situational constraints, risks, and benefits.

Design and Development – The process of creating and developing learning experiences that align with learning objectives.

Develops People – Invests in others to maximize their contributions to the mission by inspiring and providing an environment of continual feedback and learning opportunities.

Distance Learning – Structured learning that does not require the physical presence of the instructor.

Education – Academic and experiential learning focused on general bodies of knowledge, principles within a given discipline, and habits of the mind. This type of learning is applicable to a broad spectrum of foundational and occupational competencies (DAFPD 36-26, *Total Force Development and Management*).

- Process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare Airmen and Guardians to successfully anticipate and meet challenges across the range of military operation (DAFMAN 36-2643, *Coaching and Mentoring Program*).
- Process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare Airmen to anticipate and successfully meet challenges across the range of military operations and build a professional corps. Further, they positively impact both recruitment and retention efforts. Education can be further defined as developing a civilian's general knowledge, capabilities and character through exposure to and learning of theories, concepts, and information. Education is traditionally delivered by an accredited institution and must relate to a current or future mission-related assignment (DAFMAN 36-2689, *Training Program*).

Experiential Learning – Formal and informal experiences (e.g., field exercises, internships, or simulations), which enhance and expand an individual's competencies. This type of learning activity provides challenging environments, broadens perspectives, encourages reflective thinking, introduces new or enhances existing competencies, and allows for the observation of a learner's real-time actions (DAFPD 36-26, *Total Force Development and Management*; AFH 36-2647, *Competency Modeling*).

Evaluation – The process of analyzing the learning experience and measuring results.

Flexibility – Adapts to and works with a variety of situations, individuals, or groups effectively.

Force Development – The deliberate effort to maximize force readiness through a variety of recruiting, educational, training, and experiential learning activities, opportunities, and services ensuring all Airmen and Guardians possess the competencies they need to meet Department of the Air Force mission requirements (DAFPD 36-26, *Total Force Development and Management*).

Formal Mentoring – Professional and individual development of mentees. Characteristics of formal mentoring include establishment of a mentoring strategy with specific objectives, expectations, and outcomes that are connected to the benefits of the organization.

Foundational Competencies – A set of accepted and valued competencies (e.g., Airman's Foundational Competencies), which enable success across a wide-array of DAF missions, roles, functions, and duties.

Functional Manager - Individual accountable for the management and oversight of all personnel and equipment within a specific functional area to support operational planning and execution. Responsibilities may include developing and reviewing policy; developing, managing, and maintaining unit type codes; developing criteria for and monitoring readiness reporting; force posturing; and analysis. At each level of responsibility (Headquarters Air Force, major commands, air component, forward operating agency, direct reporting unit, and installation), the functional manager should be the most knowledgeable and experienced person within the functional area and have the widest range of visibility over functional area readiness and capability issues.

Gap Analysis – The process of comparing your current state to your desired future state, then creating a series of actions that will bridge the identified gap.

Leadership – Inspires, builds, and sustains others' motivation and morale to accomplish the mission; organizes people and actions.

Innovation – Execution of an idea that has been transformed into practical reality which addresses a specific challenge and achieves value.

Instructor Management – A system designed to train, develop, and evaluate instructors.

Knowledge – Specific information required of an individual to develop the skills and attitudes for effective accomplishment of the jobs, duties, and tasks.

Mentee – Individual who desires to expand his/her knowledge and skills by gaining advice from a more experienced individual.

Mentor – Individual who uses their own experiences, authority, wisdom to advise a mentee, who generally is in the same professional circles and/or career fields, and demonstrates a desire for growth and enrichment, as well as a capacity and the potential for professional growth.

Mentoring – Collaborative professional relationship between the mentor and mentee where the mentor helps the mentee work toward the fulfillment of clearly defined goals.

Modeling – The process of creating or expressing a simplified or idealized understanding of a process or system, which maintains general relationships between its fundamental aspects in order to make improvements using general concepts, structures, or rules.

Occupational Competencies – Required by an individual to successfully execute a mission, role, function, job, task, or duty within a designated or specified workforce category or group of functions requiring similar work (e.g., aircraft maintenance, civil engineering, and nursing).

On-The-Job Training (OJT) – Hands-on, “over-the-shoulder” training or evaluation conducted to certify personnel in both upgrade (skill level award) and job qualification (position certification training).

Organizational Awareness – The ability to understand the relationships that exist within organizations and how they interact within larger organization.

Other Characteristics – Things, such as attitudes, values, and traits, which often have an emotional or personality component. These “enabling behaviors” include work habits, ways of interacting with others, or manners of conducting oneself that contribute to effective work performance.

Qualification Training – Performance training designed to qualify an Airman who has transferred from one base or position to another specific position. The supervisor performs an initial evaluation that includes a review of all previously certified tasks checked against the newly assigned position’s required tasks. Any tasks not previously completed is now required and this identifies that the member requires qualification training for the newly assigned duty position.

Program Management – The process of overseeing programs that support organizational mission requirements.

Research – A process of systematic inquiry that entails collection, documentation, analysis, and interpretation of data.

Relationship Building – Builds alliances; collaborates to build strategic relationships and achieve common goals.

Skill – A present, observable, and measurable capability to perform related tasks. For example, in the domain of work, example skills may include time management, typing, or physical lifting.

Specialty Training Standard (STS) – An AF publication that describes an AF Specialty in terms of tasks and knowledge an Airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5-, or 7-skill level within an enlisted AF Specialty. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an AFSC are taught in formal schools and correspondence courses.

Standard – A predetermined quality or quantity, against which performance skills and knowledge are measured. An exact value, a physical entity, or an abstract concept, the appropriate authority, custom, or common consent sets up and defines to serve as a reference, model, or rule in measuring quantities or qualities, developing practices or procedures, or evaluating results. A fixed quantity or quality.

Student Management – A system designed to manage and support students throughout the training process.

Tasks – A single unit of specific work behavior, with clear beginning and ending points, that is directly observable or otherwise measurable. A task is performed for its own sake, that is, it is not dependent on other tasks, although it may fall in sequence with other tasks in a mission, duty, or job (e.g., review wind product improvement plan; develop course objectives).

Teamwork – Collaborates effectively with others to achieve a common goal or complete a mission task.

Total Force – Includes all Airmen and Guardians (Regular Air Force, Air Force Reserve, Air National Guard, United States Space Force, and Department of the Air Force civilians) (DAFPD 36-26, *Total Force Development and Management*).

Training – A set of events or activities presented in a structured or planned manner through one or more media for the attainment and retention of skills, knowledge, and attitudes required to meet function or job performance requirements. This involves the coaching and mentoring of Airmen and Guardians, resulting in proficiency development (DAFPD 36-26, *Total Force Development and Management* / DAFMAN 36-2643, *Coaching and Mentoring Program*).

Validation – The process of determining if a model's or program's implementation actions accurately reflects the conceptual description and specifications and used to determine reliability, suitability, and usefulness, whereby all the data and associated records are confirmed error-free and accurately reflect the planned attributes and parameters as identified in planning documents.

Section A - General Information

1. Purpose. This CFETP provides a consolidated framework for commanders, managers, supervisors, and trainers to plan, develop, manage, and conduct an effective and efficient development program. The plan outlines the training and competencies Training Instruction personnel should obtain to develop and progress. This plan identifies competencies, proficiency levels, and proficiency development requirements. The CFETP has several purposes including:

1.1. Serves as a management tool to plan, manage, conduct, and evaluate a training program. It is also used to help supervisors identify training and development at the appropriate point in an individual's career.

1.2. Identifies competencies, sub-competencies, and proficiency levels and recommends education and training throughout each phase of an individual's career.

1.3. Lists training courses available for Training Instruction Series, identifies sources of training, and the training delivery method.

1.4. Identifies major resource constraints that impact full implementation of the desired development process.

2. Uses. The plan should be used by supervisors at all levels to ensure comprehensive and cohesive training and development programs are available for the Training Instruction profession. Individuals should review career goals and progression with supervisors and mentors during scheduled performance feedback and mentoring sessions.

2.1. AETC training personnel develop or revise formal resident, nonresident, field, and exportable training based upon requirements established by the users and documented in Part 2 of the plan. They also work with the Career Field/Series Manager to develop acquisition strategies for obtaining resources needed to provide identified training.

2.2. Supervisors and work center managers ensure their training programs complement the CFETP competency and proficiency level requirements. On-the-job training, resident training, and contract training or exportable courses can enhance identified requirements.

2.3. Each individual completes the applicable competencies and proficiency level requirements specified in this plan. The list of courses in Part 2 is used as a reference to support and enhance training and development requirements. Additional learning opportunities are outlined in the competency assessment workbooks.

3. Coordination and Approval. The Career Field Manager may initiate a periodic review of this document to ensure currency and accuracy. Senior leader 1712 representatives will collaboratively identify and coordinate on the career field training and development guidelines.

Section B – Career Progression and Information

1. Specialty Description.

1.1. This series covers positions concerned with administration, supervision, training program development, evaluation, or instruction in a program of training when the paramount requirement of the work is a combination of practical knowledge of the methods and techniques of instruction and practical knowledge of the subject-matter being taught. Positions in this series do not have either a paramount requirement of professional knowledge and training in the field of education, or mastery of a trade, craft, or laboring occupation.

1.2. This series covers positions involved in the direct delivery of instruction or training services of a nonprofessional nature. It covers classroom instructors, supervisors, and managers in government-operated training programs. This series also covers non-professional training program staff specialists engaged in course development, test development, or similar staff work. Some positions are involved in training in military or civilian occupational specialties such as radar or communications equipment operation. Other positions may involve instruction in subjects not specifically related to developing occupational skills such as courses in security regulations or freedom-of-information procedures. Some positions in this series may be found in a secondary school setting (e.g., shop training) or in a comparable setting.

1.3. Additional information for the 1712 Occupational Series can be found on the Position Classification Flysheet for Training Instruction Series, GS-1712 located on the OPM website: <https://www.opm.gov/policy-data-oversight/classification-qualifications/classifying-general-schedule-positions/standards/1700/gs1712.pdf>

2. Introduction

2.1. According to DAFPD 36-26, *Total Force Development and Management*, occupational competencies are required by an individual to successfully execute a mission, role, function, job, task, or duty within a designated or specified workforce category or group of functions requiring similar work. Occupational competency development results in technical skill proficiency. They are not training standards or tasks but are a culmination of knowledge, skills, abilities, and other characteristics (KSAO) that, when clustered together, correlate to job performance behaviors when measured against a well-developed set of standards. The following sections offer background information on the General Series (GS) Specialty, the methodology/process used to develop the occupational competency model, validation results, and recommendations for the 1712 leadership community.

3. Competencies. The Air Force defines competencies as a combination of knowledge, skills, abilities, and other characteristics that manifest in observable and measurable patterns of behavior required for mission success. The Training Instruction community built a competency-based learning construct by identifying the behaviors needed to be successful on the job. This learning construct identifies and integrates Training Instruction occupational competencies and leverages the Air Force's foundational competencies in a manner that provides all Airmen with transparent and unbiased pathways towards their own successful development.

3.1. Competency models, used within the context of total force development, enable the Air Force to maintain or modify its assignment, classification, learning and development, recruitment, retention, and other talent management policies, strategies, operations, tactics, procedures, and techniques to meet mission requirements.

3.2. The foundational competencies are those competencies that are valued by the Air Force and are universally applicable to all Airmen. These competencies are the core of Airmen development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies (Figure 1: *Airman's Foundational Competencies*) are grouped by the following categories: Developing Self, Developing Others, Developing Ideas, and Developing Organization. MyVector (accessible via AF Portal) offers a self-assessment evaluating the 23 Airmen's foundational competencies and additionally offers a 360-degree assessment that allows subordinates, peers, and leaders to provide feedback. The assessment tools will provide Airmen with immediate feedback on personal strengths and areas for improvement. Additionally, a MyVector competency improvement plan with targeted resources (videos, reading content, and developmental opportunities) can be used for continued self-development.

Figure 1: Airman's Foundational Competencies



3.3. Occupational competencies are a set of competencies required of all Airmen within a specific workforce category. These competencies provide a framework that describes the knowledge, skills, abilities, and other characteristics (KSAO) needed to perform that function's mission successfully.

3.4. Occupational Competency Model. A career field's competencies can be viewed in a competency model, which is an organized collection of competencies pertinent to the career field. The occupational competency model provides a framework to effectively assess, maintain, and monitor the competencies required for mission success for Airmen within the 1712 Training Instruction community. The occupational competency modeling process follows a distinct process with continued involvement from the career field and allows Airmen to see how their task lists, OJT, formal courses, and other training, education, and experiences are aligned to the career field's strategic objectives.

3.5. Career fields work with trained competency experts to identify and develop their competency model, which consists of the competencies, sub-competencies, and definitions. Occupational competency models are different for each career field. The model focuses on integrating not just the technical components, but also the leadership, managerial, social, and interpersonal competencies required for Airmen to succeed in their career field. See Figure 2: *Training Instruction Series – Occupational Competency Model*.

Figure 2: Training Instruction Series – Occupational Competency Model

Competency	Sub-Competency	Description
Instructional Design	Analysis	The process of determining the learning needs of a target audience.
	Design and Development	The process of creating and developing learning experiences that align with learning objectives.
	Evaluation	The process of analyzing the learning experience and measuring results.
Learning Design	Content Delivery	The means and methods of delivering subject matter to learners.
Training Management	Student Management	A system designed to manage and support students throughout the training process.
	Instructor Management	A system designed to train, develop, and evaluate instructors.
	Program Management	The process of overseeing programs that support organizational mission requirements.

3.6. Occupational Competency Rubric. After a model is developed, a team of subject matter experts begin to build a competency rubric, which consists of the competency, a description of the competency, proficiency levels, and measurable and observable behaviors. The competency rubrics will help Airmen learn what behaviors are aligned to the career field’s strategic direction, the professional developmental expectations, and the criteria for success. Figure 3: *Competency Rubric for Instructional Design* provides an example of a competency rubric for Training Instruction personnel.

Figure 3: Competency Rubric for Instructional Design

Competency Group: Instructional Design Sub-Competency: Analysis Description: The process of determining the learning needs of a target audience.	
Proficiency Levels	Observable Behaviors
<u>BASIC</u> Depth of Knowledge: Established practice with some workplace elements.	- Identifies tools and techniques for conducting a training needs analysis. - Collects data (e.g., target audience, learning needs, and resources) using a standardized process to identify the training needs. - Follows established production timelines. - Recommends a solution from training needs analysis.
<u>INTERMEDIATE</u> Depth of Knowledge: Established practices of all workplace elements.	- Draws conclusions from training needs analysis to identify multiple potential solutions. - Collaborates with stakeholders to recommend potential solutions and courses of action. - Establishes production timelines to manage stakeholder expectations based on analysis.
<u>ADVANCED</u> Depth of Knowledge: New practices of all workplace elements.	- Modifies analysis techniques to identify training needs in unique environments. - Recommends solutions to stakeholders that fulfill their learning needs and return on investment.
<u>EXPERT</u> Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area.	- Advises others (stakeholders, peers, industry partners, etc.) on advanced approaches of analysis that may affect design solutions and strategies. - Adopts other analysis approaches to formulate new strategies for identifying training requirements.
Supporting Competencies Analytical Thinking Communication Creative Thinking Decision Making	

3.7. To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in Figure 3a: *Competency Breakdown*.

Figure 3a: Competency Breakdown

<u>Competency</u> Instructional Design	←	The competency section states the competency group.
<u>Sub-Competency</u> Analysis	←	The sub-competency section states the narrower category that forms part of the competency group. Note: Some models may only consist of a competency and may not include a sub-competency.
<u>Description</u> The process of determining the learning needs of a target audience.	←	The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how sub-competency relates to the AFS.
<u>Supporting Competencies</u> Analytical Thinking Communication Decision Making Creative Thinking	←	The supporting competencies section are supported-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will attribute to higher successful performance within the sub-competency.

3.8. A member can use the rubric to learn what behaviors are needed for their current job and plan for the future. Members can also be self-empowered to take hold of their own professional development by clearly knowing the behaviors needed for success on the job. The model gives career field members clear, objective behaviors they should be striving for on the job. Instructional systems specialists can use the model to gain a deeper understanding of what success looks like within their career field or organization and begin to build a path towards attaining those successful behaviors through self-development.

3.9. A competency map can be overlaid against the current proficiency levels an individual has attained to build a personalized competency map. This personalized map will allow members to view their current status, strengths, and shortfalls against the position they currently fill. The personalized competency map can be used as a mentorship or individual development tool as members seek to balance between current mission needs and future desires of career development. The table below, Figure 4: *1712 Example Competency Map*, is an example of a competency map for Training Instruction personnel who should have the required sub-competency at the appropriate competency level.

Figure 4: 1712 Example Competency Map

	Training Instructor	Training Specialist	Supervisory Training Instructor	Training Administrator	Unit Training Manager
Instructional Design					
Analysis	3	4	2	3	2
Design & Development	3	4	2	3	2
Evaluation	3	4	2	3	2
Learning Design					
Content Delivery	4	3	4	1	2
Training Management					
Student Management	3	2	4	3	3
Instructor Management	3	2	4	3	3
Program Management	3	4	4	3	4

Note: The annotated numbers in the table correlate to the proficiency level within the competency rubric: Basic (1), Intermediate (2), Advanced (3), and Expert (4). Supervisors and work center managers can use this example to tailor a unit-specific competency map for their organizational goals.

3.10. The competency model can also serve as a lynchpin across many existing facets of personnel development. The information within the competency models allows Airmen to see how their training, education, and experiences are aligned to the career field's strategic objectives. Below are the competency rubrics for the 1712 Competency Model (Figure 5: *1712 Competency Rubrics*).

Figure 5: 1712 Competency Rubrics

Competency Group: Instructional Design Sub-Competency: Analysis Description: The process of determining the learning needs of a target audience.	
Proficiency Levels	Observable Behaviors
<u>BASIC</u> Depth of Knowledge: Established practice with some workplace elements.	- Identifies tools and techniques for conducting a training needs analysis. - Collects data (e.g., target audience, learning needs, and resources) using a standardized process to identify the training needs. - Follows established production timelines. - Recommends a solution from training needs analysis.
<u>INTERMEDIATE</u> Depth of Knowledge: Established practices of all workplace elements.	- Draws conclusions from training needs analysis to identify multiple potential solutions. - Collaborates with stakeholders to recommend potential solutions and courses of action. - Establishes production timelines to manage stakeholder expectations based on analysis.
<u>ADVANCED</u> Depth of Knowledge: New practices of all workplace elements.	- Modifies analysis techniques to identify training needs in unique environments. - Recommends solutions to stakeholders that fulfill their learning needs and return on investment.
<u>EXPERT</u> Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area.	- Advises others (stakeholders, peers, industry partners, etc.) on advanced approaches of analysis that may affect design solutions and strategies. - Adopts other analysis approaches to formulate new strategies for identifying training requirements.
Supporting Competencies Analytical Thinking Communication Creative Thinking Decision Making	

Competency Group: Instructional Design**Sub-Competency: Design and Development**

Description: The process of creating and developing learning experiences that align with learning objectives.

Proficiency Levels	Observable Behaviors
<u>BASIC</u> Depth of Knowledge: Established practice with some workplace elements.	▪ Audits existing materials to determine the suitability of the learning content. ▪ Constructs learning objectives that align to expected student behaviors, ▪ Identifies and selects an instructional strategy that aligns with learning objectives. ▪ Develops a curriculum that aligns with learning objectives using limited instructional strategies.
<u>INTERMEDIATE</u> Depth of Knowledge: Established practices of all workplace elements.	▪ Identifies and selects multiple instructional strategies that aligns with learning objectives. ▪ Develops a curriculum aligned with learning objectives using a variety of instructional strategies.
<u>ADVANCED</u> Depth of Knowledge: New practices of all workplace elements.	▪ Identifies and selects the most appropriate instructional strategy that maximizes learning outcomes. ▪ Develops or revises instructional materials by leveraging emerging technologies and learning theories. ▪ Analyzes curricula under development and provides feedback regarding instructional material to validate the intended outcomes. ▪ Trains instructors in implementation techniques to deliver new curriculum.
<u>EXPERT</u> Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area.	▪ Validates training materials and approves selected strategies for implementation. ▪ Provides guidance and advises others (stakeholders, peers, industry partners, etc.) on design and development.
Supporting Competencies Analytical Thinking Creative Thinking Teamwork Communication	

Competency Group: Instructional Design**Sub-Competency: Evaluation****Description:** The process of analyzing the learning experience and measuring results.

Proficiency Levels	Observable Behaviors
<u>BASIC</u> Consistency of Application: Sustained application of competency over time.	▪ Collects evaluation data using established methods. ▪ Identifies strengths and weaknesses of instructional results based on gathered data.
<u>INTERMEDIATE</u> Consistency of Application: Sustained application of competency over time in a variety of situations.	▪ Analyzes instructional results to identify opportunities for improvement. ▪ Communicates recommended instructional improvements to stakeholders.
<u>ADVANCED</u> Consistency of Application: Sustained application of competency over time in complex situations.	▪ Modifies evaluation processes for improved efficiency and effectiveness. ▪ Leads internal and external evaluation teams to provide feedback on instructional systems. ▪ Collaborates with stakeholders on the impacts of recommended revisions.
<u>EXPERT</u> Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency.	▪ Develops evaluation strategies by integrating multiple models tailored to organizational needs. ▪ Collaborates with external agencies (MAJCOMS, industry partners, joint services, etc.) to research new evaluation techniques.
Supporting Competencies Analytical Thinking Accountability Communication Decision Making	

Competency Group: Learning Design**Sub-Competency: Content Delivery****Description:** The means and methods of delivering subject matter to learners.

Proficiency Levels	Observable Behaviors
<u>BASIC</u> Depth of Knowledge: Established practice with some workplace elements.	▪ Instructs content within learner-centered methodologies to solidify the learning process under the guidance of a qualified instructor. ▪ Assesses performance based on rubric criteria to ensure student comprehension and progression. ▪ Utilizes technology applications (Zoom, Teams, Canvas, etc.) to facilitate course delivery during any condition.
<u>INTERMEDIATE</u> Depth of Knowledge: Established practices of all workplace elements.	▪ Delivers material independently to ensure learning objectives are met. ▪ Maintains proficiency in computer and distance learning technology to prevent degradation of training. ▪ Adopts teaching methodologies based on emerging technologies and practices to facilitate the continuum of learning.
<u>ADVANCED</u> Depth of Knowledge: New practices of all workplace elements.	▪ Researches and recommends alternative delivery methods based on new industry standards to enhance student learning and ensure objectives are met. ▪ Collaborates as subject matter expert with curriculum developers to modify materials as needed. ▪ Fosters life-long learning practices within the student community by providing additional resources. ▪ Collaborates with peers within a community of practice to enhance instructional practices.
<u>EXPERT</u> Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area.	▪ Approves delivery methods based on new industry standards to enhance student learning and ensure objectives are met. ▪ Establishes standards regarding various teaching styles to ensure student needs are met. ▪ Champions multiple delivery methods and strategies to communicate the advancement of the continuum of learning to organizational personnel and learning professionals.
Supporting Competencies Communication Creative Thinking Develops People Flexibility	

Competency Group: Training Management**Sub-Competency: Student Management**

Description: A system designed to manage and support students throughout the training process.

Proficiency Levels	Observable Behaviors
<u>BASIC</u> Scope: Specific Area – Classroom.	▪ Identifies student issues or concerns (academic, mental, financial, etc.) to facilitate the student-learning process. ▪ Addresses student issues or concerns (academic, mental, financial, etc.) and makes referrals, if necessary, to facilitate the student-learning process. ▪ Implements classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.). ▪ Utilizes Learning Management System (Blackboard, Canvas, Moodle, etc.) to document student progress. ▪ Assesses and measures student data to provide recommendations on student progression.
<u>INTERMEDIATE</u> Scope: Integration with concerned areas – Work center.	▪ Evaluates referral outcomes on student issues and concerns. ▪ Collaborates with peers on classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.). ▪ Collaborates with peers on advanced Learning Management System tools (Blackboard, Canvas, Moodle, etc.) to document student progress. ▪ Assesses and measures course data to provide recommendations on progression.
<u>ADVANCED</u> Scope: Integration within organizational strategies – Flight.	▪ Initiates actions to alter student progression (e.g., academic failures, behavioral, medical issues) to support mission objectives. ▪ Approves classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.). ▪ Evaluates class data to alter progression outcomes.
<u>EXPERT</u> Scope: Integration with AF Level/within industry – Squadron.	▪ Implement new classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.). ▪ Collaborates on student progression initiatives and continuous process improvements. ▪ Establishes classroom culture to promote positive learning outcomes. ▪ Approves alternate outcomes to facilitate course progression.
Supporting Competencies Accountability Communication Decision Making Develops People	

Competency Group: Training Management

Sub-Competency: Instructor Management

Description: A system designed to train, develop, and evaluate instructors.

Proficiency Levels	Observable Behaviors
<u>BASIC</u> Consistency of Application: Sustained application of competency over time.	▪ Advises instructors on professional development opportunities. ▪ Fosters an environment supportive for learning. ▪ Advises instructors on qualification and supplemental training (special skills). ▪ Monitors instructor (subject matter) qualifications and makes recommendations for improvement.
<u>INTERMEDIATE</u> Consistency of Application: Sustained application of competency over time in a variety of situations.	▪ Modifies instructional methods based upon feedback to enhance professional practices. ▪ Assesses instructor qualifications and supplemental training (special skills) and makes recommendation for improvement.
<u>ADVANCED</u> Consistency of Application: Sustained application of competency over time in complex situations.	▪ Provides instructional method modifications (e.g., adjust teaching styles and presentation techniques). ▪ Supports non-traditional environment for instruction. ▪ Certifies instructor qualification and supplemental training. ▪ Certifies subject matter qualifications.
<u>EXPERT</u> Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency.	▪ Mentors instructors to improve performance such as a counselor, evaluator, manager, etc. ▪ Partners with other agencies and industries on innovation, technology, and best practices. ▪ Manages instructor functional, supplemental, and qualification training system.

Supporting Competencies

Communication Develops People Leadership Relationship Building

Competency Group: Training Management Sub-Competency: Program Management Description: The process of overseeing programs that support organizational mission requirements.	
Proficiency Levels	Observable Behaviors
<u>BASIC</u> Depth of Knowledge: Established practice with some workplace elements.	Identifies specific materials, equipment, personnel, funding, etc., to accomplish program objectives.
<u>INTERMEDIATE</u> Depth of Knowledge: Established practices of all workplace elements.	- Oversees multiple programs for organizational mission accomplishment to ensure effectiveness and efficiency. - Implements program revisions in support of customers. - Coordinates with appropriate agencies to obtain resources for specific projects or program.
<u>ADVANCED</u> Depth of Knowledge: New practices of all workplace elements.	- Solves challenges to achieve program priorities. - Informs leaders on status of programs and policies. - Forecasts changes to the workforce, budget, equipment, facilities, etc., and advocates for resources to accomplish the objectives.
<u>EXPERT</u> Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area.	- Collaborates with cross-functional communities on policy and strategies for learning program success. - Develops strategic and operational training plans IAW regulations, policies, and local guidance.
Supporting Competencies Communication Analytical Thinking Decision Making Organizational Awareness	

4. Integrating Competency Assessments with OJT.

4.1. The intent of moving towards a competency-based system is to sharpen our Total Force's tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of Air Force missions. This occurs not in a classroom environment, but on the job by combining education, training, and experiences to provide personnel with a better path as they move along their development journey within their careers. As it is done today, on the job training (OJT) is task-centric and requires personnel to run through a series of checklists or receive varying degrees of training depending on who is working with them. A competency assessment is not a static process or just another checklist. It is way to assess individuals on a set of competencies (based on a competency model of the job) that are critical to job and

organizational success. These assessments focus on the end state and goals that define successful behaviors that are expected of personnel within a particular career field. Assessments can be designed to balance between the skills and elements needed on the job in conjunction with the underlying characteristics that will allow individuals to be able to put the technical, leadership, managerial, social, and interpersonal competencies altogether. The Training Instruction competency assessment workbooks are located on the AF Learning Professional's webpage and can be accessed at <https://www.learningprofessionals.af.mil/>.

Executing Competencies.

4.2. The competency model has multiple uses for the Training Instruction occupational series. The initial intent of the model is for professional development. The information included within the competency model will allow civilian members to manage their professional growth and development by allowing them to identify their own strengths and weaknesses since clear and objective behaviors within the competency model are now mapped out. In addition, supporting competencies are now tied to occupational competencies, which can enable all Airmen to intentionally develop those transferrable underlying characteristics that will translate to mission readiness and mission success. The rubrics can also be used for leaders, supervisors, mentors, subordinates, etc., to complete informal assessments on where an individual rates across each competency. The assessments can be used to work backwards and potentially identify gaps in performance and training which will enable all (leaders, supervisors, mentors, subordinates, self, etc.) to make better decisions about selecting the right training, education, and experiential learning opportunities. All these elements come together to ensure we can build Airmen who are better prepared, present and future-mission focused, and ready to succeed in any situation. Additionally, DAFMAN 36-2643, *Coaching and Mentoring Program*, has additional information on how competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

4.3. The competency rubrics can also be used to assist with completing an individual development plan to identify the required training, education, and experiences Training Instruction personnel need. This can be done by first completing a gap analysis to determine the current state of training and then by identifying any possible gaps between the training and expected competency behaviors.

4.4. The sub-competencies can serve as an outline to assist in modularizing course content, and the listed behaviors can assist in creating a classroom environment that is shaped by real-world experiential requirements Training Instruction personnel may need. This approach can also help identify practical technologies that can be successful in the classroom but can also be translated for real-world/operational uses. Additionally, by using the competency model, measurements can be streamlined to include more project-based learning assessments. Finally, under the Force Development umbrella, any course that Training Instruction personnel attend can be mapped to the behaviors listed in the rubrics to ensure training resources are being used appropriately, when an Airmen needs it in their career.

5. Civilian Development (DAFI 36-2687, *Civilian Development*).

5.1. Responsibilities.

5.1.1. Manager and/or Supervisor.

5.1.1.1. Fosters a learning culture that provides opportunities for continuous training, education, and professional development and ensure civilian employees are mentored, made aware of, and encouraged to participate in training, education, and professional development programs.

5.1.1.2. Follows merit procedures and affirmative employment programs guidance to select and/or nominate civilians for training, education, and professional development assignments that may serve to enhance promotional opportunities.

5.1.1.3. Assists chain of command in determining if government or vendor-supplied symposiums, conferences, and meetings require higher-level approvals.

5.1.1.4. Reviews, discusses, and maintains annual individual development plans (IDP) in partnership with civilian employees under their purview and using guidance provided in DAFMAN 36-142, *Civilian Career Field Management and Centrally Managed Programs*.

5.1.1.5. Initiates, develops, and submits an IDP within the first 30 days of the assignment for worker-trainee and intern programs. Uses the IDP for periodic feedback sessions in conjunction with the annual performance appraisal.

5.1.2. Civilian Employee.

5.1.2.1. Maintains the necessary competencies to accomplish duties within the assigned position and contribute to the DAF's mission success.

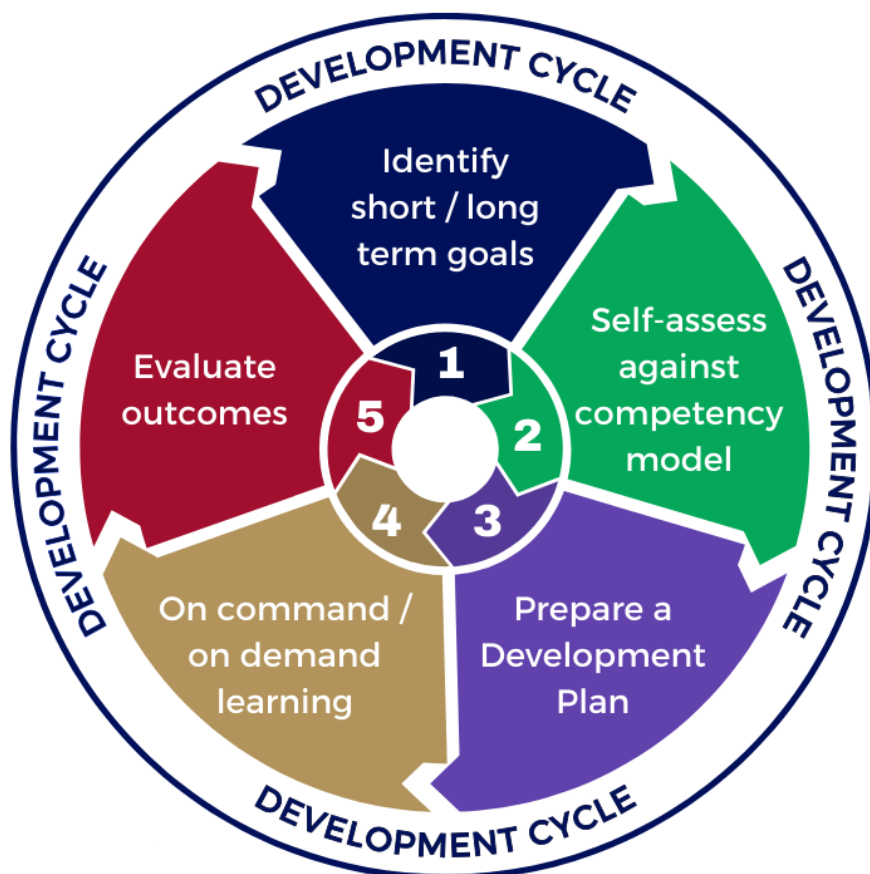
5.1.2.2. Assumes an active responsibility for self-development and training by drafting an IDP in collaboration with their respective supervisor and maintaining it on an annual basis to ensure the plan remains current using guidance provided in DAFMAN 36-142.

5.1.2.3. Ensures personnel record reflects current training, education, and professional development accomplishments and completions.

5.1.2.4. Notifies supervisor, as soon as possible, when unable to attend an approved, scheduled or mandatory training, education, or professional development event.

5.2. Competency based Development. The Development Cycle (Figure 6) allows employees to visualize not only what they need to be successful in their current position, but to identify and pursue what is needed to achieve short- and long-term goals. The cycle is continuous and intended to reflect a never-ending development cycle.

Figure 6: Development Cycle



5.2.1. Step 1. Identify short- and long-term goals. Identifying short- and long-term career goals can be a challenge for Training Instruction personnel. Self-reflection can be accomplished by employees to determine if they would like to be multi-faceted and gain more skills, or if they would like to progress into a supervisory role or management position. Are there competencies to be garnered that will make you an ideal fit for these roles and/or positions? Would you like to pursue areas outside of what you are normally accustomed to? Answering these questions will aid you in the preparation of short- and long-term career goals.

5.2.2. Step 2. Self-assess against the competency model. Recognizing your strengths and weaknesses aids in understanding your current capabilities. Knowing areas that need improvement is also imperative in developing competencies at the right place and at the right time. Conducting a self-assessment against the 1712 Occupational Competency Model will enable members to pin-point their current location and identify the behaviors, knowledge, skills, and other characteristics needed to perform successfully in their current position and/or for the role/position they would like to obtain.

5.2.3. Step 3. Prepare Development Plan. Interaction and communication between supervisors and employees are important in preparing Development Plans. The interaction and communication should include, but is not limited to employee strengths, improvement areas, goals, interests, and organizational requirements. Ensure any necessary training, education, and experiences needed to attain competencies are annotated. Develop the employees' objectives and ensure they are associated with the organization's mission and goals as well as the employees' developmental needs/requirements. There are various options available to assist in constructing Development Plans, including MyVector and/or localized developed Individual Development Plan (IDP) forms.

5.2.4. Step 4. On command/On demand learning. Employees pursue training, education, and experiences identified in their Development Plan. If assistance is needed, mentors and coaches can be invaluable tools. Mentoring fosters an atmosphere of trust in the workplace that aids in developing the strengths and capabilities of the force. In the Department of the Air Force, mentorship is defined as a type of professional relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally. Coaching is the relationship where an uncertified or certified professional coach provides technical support focusing on development of mentees based on their identified performance need. Through this development, foundational and occupational competencies can be achieved and mastered, enabling personnel to reach and maximize their full potential. Employees have the option of selecting or requesting to be paired with a mentor through the MyVector application on the Air Force Portal.

5.2.5. Step 5. Evaluate outcomes. Competency assessments focus on the end state and goals that define successful behaviors expected of personnel. Assessments are a fluid, ongoing process. They help identify and evaluate the skills necessary to carry out the job now, as well as in the future. An organization should not evolve to meet an individual employee's needs; instead, individuals are invited to grow and evolve with the organization. The organization must help and support its own evolution through providing education, time, and resources so the employee can achieve the new skills necessary for mission success.

6. Community College of the Air Force (CCAF). CCAF programs and/or certifications listed below contain specific eligibility requirements and are only available to military and civilian personnel who are designated as CCAF staff and faculty for CCAF affiliated courses.

6.1. For military personnel, enrollment in CCAF occurs upon completion of Basic Military Training and provides the opportunity to obtain an Associate of Applied Sciences Degree. Civilian personnel may enroll in CCAF courses and acquire CCAF college credit hours to support professional or personal goals. In addition to its associate degree program, CCAF offers the following credentials for both military and civilian personnel who work in affiliated CCAF schools:

6.1.1. CCAF Instructor Certification. CCAF offers the CCAF Instructor Certification program to qualified instructors assigned to affiliated schools teaching CCAF degree-applicable courses. This certificate program provides a professional credential that validates the instructor's extensive faculty development training, education, qualification, and practical teaching experience required to teach a CCAF collegiate-level course. The program consists of three specific levels of achievement, and is offered to qualified officer, enlisted, civilian, and other service instructors.

6.1.2. CCAF Instructional Systems Development Certification. CCAF offers the Instructional Systems Development Certification Program for qualified curriculum writers and managers formally assigned to CCAF affiliated schools to develop and manage CCAF degree applicable courses. This certificate program provides a professional credential that validates the education and training required to develop and manage CCAF collegiate-level courses and the practical experience gained in planning, developing, implementing, and managing instructional systems.

6.1.3. Civilian Tuition Assistance. The goal of Civilian Tuition Assistance (CIV TA) is to assist civilians in their continued self-development. CIV TA can be used toward coursework at the associate, bachelor's, master's (including Juris Doctorate), and doctorate (research or professional) levels at accredited institutions listed in the [DoD Voluntary Education Partnership Memorandum of Understanding](#) directory of Participating Institutions. TA is to be used for courses that contribute to occupational and institutional competencies, special interest needs and readiness by supporting the current and future DAF needs.

Part II

Section A – Specialty Training Standard (STS)

Purpose. As prescribed, this Specialty Training Standard:

1.1. Lists in column 1 (Task, Knowledge, and Technical References) the most common Competencies, Sub-Competencies, and proficiency levels necessary for individuals to perform duties in the Training Instruction occupation.

1.2. Provides certification for on-the-job training and development. Column 2 is used to record completion of competency attainment. Use automated training management systems to document competency attainment, if available. Competency attainment requires a certification or completed date.

1.3. Use automated training management systems to document competency attainment, if available. DAF Form 623, *Individual Training Record* can also be used to document competency attainment.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

HELEN J. CROWDER, GS-15, DAF
Force Support Career Field Manager

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
1. INSTRUCTIONAL DESIGN					
1.1. ANALYSIS					
1.1.1. Basic Observable Behaviors - Identifies tools and techniques for conducting a training needs analysis. - Collects data (e.g., target audience, learning needs, and resources) using a standardized process to identify the training needs. - Follows established production timelines. - Recommends a solution from training needs analysis.					
Learning Outcomes					
1.1.1.1. Recognizes assigned intake tools for data collection.					
1.1.1.2. Summarizes data collection process using assigned intake tools.					
1.1.1.3. Employs intake tools for data collection.					
1.1.1.4. Follows established production timelines.					
1.1.1.5. Lists learning methods available for use.					
1.1.1.6. Distinguishes suitable learning methods and non-training solutions.					
1.1.1.7. Matches a training solution to expected student outcome.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
1.1.2. Intermediate Observable Behaviors • Draws conclusions from training needs analysis to identify multiple potential solutions. • Collaborates with stakeholders to recommend potential solutions and courses of action. • Establishes production timelines to manage stakeholder expectations based on analysis.					
Learning Outcomes					
1.1.2.1. Explains different types of analysis (i.e., task analysis, resource analysis, environmental analysis, audience analysis, etc.)					
1.1.2.2. Summarizes various data collection methods with diverse analysis techniques (i.e., intake form, surveys, focus group, interviews, etc.).					
1.1.2.3. Identifies multiple training solutions that align with expected student outcomes.					
1.1.2.4. Provides stakeholders with examples of tailored learning methods to meet performance expectations.					
1.1.2.5. Ensures adherence to production timelines.					
1.1.2.6. Establishes milestones for development.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
1.1.3. Advanced Observable Behaviors - Modifies analysis techniques to identify training needs in unique environments. - Recommends solutions to stakeholders that fulfill their learning needs and return on investment.					
Learning Outcomes					
1.1.3.1. Utilizes varying techniques to identify student behaviors in unique environment.					
1.1.3.2. Analyzes organizational training goals, success criteria, and potential return on investment of proposed training solution(s).					
1.1.3.3. Recommends appropriate training methods aligned with anticipated performance that satisfies stakeholder requirements and optimizes return on investment.					
1.1.4. Expert Observable Behaviors - Advises others (stakeholders, peers, industry partners, etc.) on advanced approaches of analysis that may affect design solutions and strategies. - Adopts other analysis approaches to formulate new strategies for identifying training requirements.					
Learning Outcomes					
1.1.4.1. Compares and contrasts multiple Instructional System Design methodologies.					
1.1.4.2. Discusses advanced approaches of analysis.					
1.1.4.3. Researches different ISD analysis approaches.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
1.1.4.4. Combines concepts from multiple ISD models to construct new strategies.					
1.2. DESIGN AND DEVELOPMENT					
1.2.1. Basic Observable Behaviors • Audits existing materials to determine the suitability of the learning content. • Constructs learning objectives that align to expected student behaviors. • Identifies and selects an instructional strategy that aligns with learning objectives. • Develops a curriculum that aligns with learning objectives using limited instructional strategies.					
Learning Outcomes					
1.2.1.1. Reviews existing instructional materials and resources for alignment with learning objectives.					
1.2.1.2. Compares and contrasts learning levels across cognitive, affective, and psychomotor domains.					
1.2.1.3. Develops objectives that support desired learning outcomes using a standard format.					
1.2.1.4. Differentiates between various instructional methodologies.					
1.2.1.5. Selects methodologies for learning outcomes using organization's instructional strategies.					
1.2.1.6. Identifies suitable media/technology for chosen instructional methodology.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
1.2.1.7. Publishes course content within an LMS as required.					
1.2.1.8. Researches and selects appropriate reference materials for curriculum development.					
1.2.1.9. Develops course content using organizational basic software and technologies.					
1.2.1.10. Designs a basic assessment to measure student learning outcomes.					
1.2.1.11. Prepares a Plan of Instruction (e.g., Lesson plan) that meets learning objectives.					
1.2.1.12. Utilizes a project management plan to monitor course development phases.					
1.2.1.13. Collaborates with the learning design team to build learning programs (IT, contractors, and SMEs).					
1.2.1.14. Develops a curriculum map aligning assessments, resources, and staff capacity.					
1.2.1.15. Selects approved course formats.					
1.2.1.16. Creates course documents & course description (i.e., Syllabus, Instructional Design Plan, etc.).					
1.2.1.17. Publishes student resources & support documents.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
1.2.2. Intermediate Observable Behaviors - Identifies and selects multiple instructional strategies that aligns with learning objectives. - Develops a curriculum aligned with learning objectives using a variety of instructional strategies.					
Learning Outcomes					
1.2.2.1. Incorporates multiple methodologies to achieve learning outcomes.					
1.2.2.2. Determines the appropriate sequencing for course curriculum.					
1.2.2.3. Identifies various course delivery methods (i.e., online, blended, in-residence, etc.).					
1.2.2.4. Prepares a Plan of Instruction emphasizing student engagement.					
1.2.2.5. Develops course content using advanced organizational software and technologies.					
1.2.2.6. Develops varied assessments to measure student learning outcomes.					
1.2.2.7. Modifies course content to enhance student achievement.					
1.2.2.8. Identifies and develop new student resource & support documents to facilitate learning transfer.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
1.2.2.9. Utilizes a project management plan to monitor content creation phases.					
1.2.2.10. Employs a program management template to align stakeholders with timelines, costs, expectations, etc.					
1.2.2.11. Proposes alternative instructional methods, formats, and strategies to optimize intended outcomes and methods.					
1.2.3. Advanced Observable Behaviors - Identifies and selects the most appropriate instructional strategy that maximizes learning outcomes. - Develops or revises instructional materials by leveraging emerging technologies and learning theories. - Analyzes curricula under development and provides feedback regarding instructional material to validate the intended outcomes. - Trains instructors in implementation techniques to deliver new curriculum.					
Learning Outcomes					
1.2.3.1. Explains advantages/disadvantages of various instructional methodologies.					
1.2.3.2. Matches the instructional method to the environment and desired learning outcome to maximize learning transfer.					
1.2.3.3. Identifies emerging technologies and advantages/disadvantages.					
1.2.3.4. Researches alternative learning theories and identifies advantages/disadvantages.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
1.2.3.5. Applies alternative technologies and learning theories to enhance instructional materials.					
1.2.3.6. Reviews content to analyze the effectiveness of the instructional methods and materials.					
1.2.3.7. Recommends instructional methods, formats, and strategies to optimize intended outcomes.					
1.2.3.8. Trains and monitors new instructors for curriculum delivery.					
1.2.4. Expert Observable Behaviors - Validates training materials and approves selected strategies for implementation. - Provides guidance and advises others (stakeholders, peers, industry partners, etc.) on design and development.					
Learning Outcomes					
1.2.4.1. Validates instructional integrity of development projects through systematic design methods, standards, and outcomes.					
1.2.4.2. Responds to inquiries on design and development strategies					
1.2.4.3. Disseminates emerging and current design and development techniques with internal/external peers.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
1.3. EVALUATION					
1.3.1. Basic Observable Behaviors - Collects evaluation data using established methods. - Identifies strengths and weaknesses of instructional results based on gathered data.					
Learning Outcomes					
1.3.1.1. Utilizes established evaluation tools for data collection.					
1.3.1.2. Gathers feedback (e.g., student, graduate, supervisor, instructor) and data (e.g., measurement, student performance) based on the established evaluation program.					
1.3.1.3. Identifies instructional results relative to established goals.					
1.3.2. Intermediate Observable Behaviors - Analyzes instructional results to identify opportunities for improvement. - Communicates recommended instructional improvements to stakeholders.					
Learning Outcomes					
1.3.2.1. Compares and contrasts evaluation tools for data collection.					
1.3.2.2. Uses statistical measures to analyze test and evaluation data.					
1.3.2.3. Analyzes test and evaluation data.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
1.3.2.4. Identifies potential improvements to instructional materials.					
1.3.2.5. Proposes improvements to instructional materials to meet instructional goals and objectives.					
1.3.3. Advanced Observable Behaviors - Modifies evaluation processes for improved efficiency and effectiveness. - Leads internal and external evaluation teams to provide feedback on instructional systems. - Collaborates with stakeholders on the impacts of recommended revisions.					
Learning Outcomes					
1.3.3.1. Researches different evaluation processes.					
1.3.3.2. Tailors evaluation system to meet stakeholder needs.					
1.3.3.3. Oversees evaluations for learning systems.					
1.3.3.4. Determines the validity and reliability of data collection instruments and procedures.					
1.3.3.5. Coaches others to enhance evaluation process.					
1.3.3.6. Justifies revisions to instructional materials.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
1.3.4. Expert Observable Behaviors • Develops evaluation strategies by integrating multiple models tailored to organizational needs. • Collaborates with external agencies (MAJCOMS, industry partners, joint services, etc.) to research new evaluation techniques.					
Learning Outcomes					
1.3.4.1. Researches different approaches to training evaluation.					
1.3.4.2. Compares and contrasts multiple evaluation models.					
1.3.4.3. Constructs strategies from diverse evaluation models.					
1.3.4.4. Establishes the evaluation process for organizational needs.					
1.3.4.5. Engages with external agencies on advanced evaluation approaches to capture ROI.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
2. LEARNING DESIGN					
2.1. CONTENT DELIVERY					
2.1.1. Basic Observable Behaviors - Instructs content within learner-centered methodologies to solidify the learning process under the guidance of a qualified instructor. - Assesses performance based on rubric criteria to ensure student comprehension and progression. - Utilizes technology applications (Zoom, Teams, Canvas, etc.) to facilitate course delivery during any condition.					
Learning Outcomes					
2.1.1.1. Utilizes learner-centered methodologies.					
2.1.1.2. Conducts learner-centered instruction.					
2.1.1.3. Communicates clearly, concisely, and professionally by responding to student inquiries.					
2.1.1.4. Applies student engagement strategies.					
2.1.1.5. Builds rapport with students.					
2.1.1.6. Connects learning, content, and expectations to students' prior knowledge, experiences, and interests in meaningful contexts.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
2.1.1.7. Utilizes rubric criteria to assess performance.					
2.1.1.8. Provides immediate feedback for student progress.					
2.1.1.9. Uses questioning strategies to check for understanding.					
2.1.1.10. Explains assessments to manage student expectations.					
2.1.1.11. Directs students in remedial learning as needed.					
2.1.1.12. Manages risks in assessments.					
2.1.1.13. Utilizes technology for content delivery.					
2.1.1.14. Outlines requirements for technologies.					
2.1.1.15. Demonstrates proficiency in alternate technologies.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
2.1.2. Intermediate Observable Behaviors • Delivers material independently to ensure learning objectives are met. • Maintains proficiency in computer and distance learning technology to prevent degradation of training. • Adopts teaching methodologies based on emerging technologies and practices to facilitate the continuum of learning.					
Learning Outcomes					
2.1.2.1. Presents course material in diverse modalities.					
2.1.2.2. Utilizes multiple teaching strategies and methods that promotes learning transfer and engagement.					
2.1.2.3. Serves as adjunct in subject area.					
2.1.2.4. Clarifies student misunderstandings of subject matter.					
2.1.2.5. Personalizes content to enhance student learning.					
2.1.2.6. Utilizes distance learning technologies to deliver online content.					
2.1.2.7. Applies emerging technologies in educational settings.					
2.1.2.8. Pursues additional opportunities to enhance professional skills.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
2.1.3. Advanced Observable Behaviors • Researches and recommends alternative delivery methods based on new industry standards to enhance student learning and ensure objectives are met. • Collaborates as subject matter expert with curriculum developers to modify materials as needed. • Fosters life-long learning practices within the student community by providing additional resources. • Collaborates with peers within a community of practice to enhance instructional practices.					
Learning Outcomes					
2.1.3.1. Analyzes deficient delivery methods and recommends improvements with emerging technologies.					
2.1.3.2. Pursues emerging industry standards and researches alternative delivery methods to enhance student learning and objective is achieved.					
2.1.3.3. Identifies content changes to create effective and sustainable curriculum design.					
2.1.3.4. Collaborates as a team member to modify existing curriculum.					
2.1.3.5. Identifies changes in content to create effective and sustainable curriculum design.					
2.1.3.6. Promotes self-directed learning by providing additional resources to students.					
2.1.3.7. Models life-long learning practices (i.e., self-directed professional development opportunities).					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
2.1.3.8. Builds relationships with peers to enhance instructional skills.					
2.1.3.9. Collaborates with instructional community to discover insights about teaching and learning.					
2.1.4. Expert Observable Behaviors • Approves delivery methods based on new industry standards to enhance student learning and ensure objectives are met. • Establishes standards regarding various teaching styles to ensure student needs are met. • Champions multiple delivery methods and strategies to communicate the advancement of the continuum of learning to organizational personnel and learning professionals.					
Learning Outcomes					
2.1.4.1. Evaluates and approves new delivery methodologies to improve course objectives and student learning outcomes.					
2.1.4.2. Evaluates and establishes teaching styles.					
2.1.4.3. Advocates the continued development of learning professionals.					
2.1.4.4. Promotes multiple content delivery strategies.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3. TRAINING MANAGEMENT					
3.1. STUDENT MANAGEMENT					
3.1.1. Basic Observable Behaviors					
- Identifies student issues or concerns (academic, mental, financial, etc.) to facilitate the student-learning process. - Addresses student issues or concerns (academic, mental, financial, etc.) and makes referrals, if necessary, to facilitate the student-learning process. - Implements classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.). - Utilizes Learning Management System (Blackboard, Canvas, Moodle, etc.) to document student progress. - Assesses and measures student data to provide recommendations on student progression.					
Learning Outcomes					
3.1.1.1. Explains student issues (academic, mental, financial, etc.) impacting learning.					
3.1.1.2. Explains environmental concerns affecting student learning.					
3.1.1.3. Informs stakeholders of student issues or concerns.					
3.1.1.4. Determines appropriate resource for referral and promote its use.					
3.1.1.5. Makes referrals to appropriate agency.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.1.1.6. Implements recommended referrals to address student issues (academic, mental, financial, etc.).					
3.1.1.7. Explains different classroom management strategies that promote positive learning behaviors.					
3.1.1.8. Models appropriate behaviors to foster a positive learning environment.					
3.1.1.9. Selects the appropriate learning environment (student-centered learning, seating arrangements, etc.) based on daily activities.					
3.1.1.10. Sets clear expectations for student behavior.					
3.1.1.11. Documents recommended strategies and actions taken.					
3.1.1.12. Explains different tracking tools within the organizational LMS to document student progress.					
3.1.1.13. Employs different tracking tools within the organizational LMS to document student progress.					
3.1.1.14. Identifies student data sources to assess and measure student progress.					
3.1.1.15. Differentiates formative and summative assessment tools.					
3.1.1.16. Evaluates student progression.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.1.1.17. Provides individualized feedback on student progression.					
3.1.2. Intermediate Observable Behaviors - Evaluates referral outcomes on student issues and concerns. - Collaborates with peers on classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.) - Collaborates with peers on advanced Learning Management System tools (Blackboard, Canvas, Moodle, etc.) to document student progress. - Assesses and measures course data to provide recommendations on progression.					
Learning Outcomes					
3.1.2.1. Discusses student concerns and referral outcomes with instructor.					
3.1.2.2. Evaluates agency referrals of student issues.					
3.1.2.3. Recommends classroom management strategies.					
3.1.2.4. Explains advanced tracking tools to document student progress.					
3.1.2.5. Employs advanced tracking tools to document student progress.					
3.1.2.6. Evaluate class progression.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.1.2.7. Discusses course progression with instructors.					
3.1.3. Advanced Observable Behaviors - Initiates actions to alter student progression (e.g., academic failures, behavioral, medical issues) to support mission objectives. - Approves classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.). - Evaluates class data to alter progression outcomes.					
Learning Outcomes					
3.1.3.1. Determines appropriate actions to facilitate student progression.					
3.1.3.2. Completes administrative tasks for student progression issues.					
3.1.3.3. Justifies alternative learning strategies.					
3.1.3.4. Analyzes course data to identify progression shortfalls.					
3.1.3.5. Proposes strategies to enhance educational results.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.1.4. Expert Observable Behaviors - Implement new classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.). - Collaborates on student progression initiatives and continuous process improvements. - Establishes classroom culture to promote positive learning outcomes. - Approves alternate outcomes to facilitate course progression.					
Learning Outcomes					
3.1.4.1. Formulates advanced classroom management strategies.					
3.1.4.2. Discusses student initiatives for continuous process improvements.					
3.1.4.3. Researches adult learning theories and applications.					
3.1.4.4. Influences classroom culture.					
3.1.4.5. Implements improvements to increase course outcomes.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.2 Instructor Management					
3.2.1. Basic Observable Behaviors • Advises instructors on professional development opportunities. • Fosters an environment supportive for learning. • Advises instructors on qualification and supplemental training (special skills). • Monitors instructor (subject matter) qualifications and makes recommendations for improvement.					
Learning Outcomes					
3.2.1.1. Plans professional development opportunities for instructors.					
3.2.1.2. Fosters a supportive environment for instructors.					
3.2.1.3. Describes the instructor qualification process and subsequent requirements.					
3.2.1.4. Records instructor performance and recommends improvements.					
3.2.2. Intermediate Observable Behaviors • Modifies instructional methods based upon feedback to enhance professional practices. • Assesses instructor qualifications and supplemental training (special skills) and makes recommendation for improvement.					
Learning Outcomes					
3.2.2.1. Delivers structured feedback to refine instructional practices.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.2.2.2. Provides alternative instructional methods and strategies.					
3.2.2.3. Analyzes instructor qualifications and supplemental training (special skills).					
3.2.3. Advanced Observable Behaviors - Provides instructional method modifications (e.g., adjust teaching styles and presentation techniques). - Supports non-traditional environment for instruction. - Certifies instructor qualification and supplemental training. - Certifies subject matter qualifications.					
Learning Outcomes					
3.2.3.1. Models advanced teaching styles and presentation techniques.					
3.2.3.2. Empowers instructors to deliver instruction in diverse settings.					
3.2.3.3. Evaluates instructor training certification and supplemental training.					
3.2.3.4. Certifies the subject matter qualifications and testing.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.2.4. Expert Observable Behaviors • Mentors instructors to improve performance such as a counselor, evaluator, manager, etc. • Partners with other agencies and industries on innovation, technology, and best practices. • Manages instructor functional, supplemental, and qualification training system.					
Learning Outcomes					
3.2.4.1. Employs advanced techniques that guides instructors and enhances performance.					
3.2.4.2. Utilizes advanced techniques to provide actionable and constructive feedback.					
3.2.4.3. Collaborates with others (stakeholders, peers, industry partners, etc.) to drive innovation, integrate cutting-edge technology, and implement best practices.					
3.2.4.4. Employs efficient instructor management system to train, develop, and evaluate instructors.					
3.3 Program Management					
3.3.1. Basic Observable Behaviors • Identifies specific materials, equipment, personnel, funding, etc., to accomplish program objectives.					
Learning Outcomes					
3.3.1.1. Identifies resources to fulfill program needs.					
3.3.1.2. Recognizes organizational programs and policies influencing education and training.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.3.2. Intermediate Observable Behaviors - Oversees multiple programs for organizational mission accomplishment to ensure effectiveness and efficiency. - Implements program revisions in support of customers. - Coordinates with appropriate agencies to obtain resources for specific projects or program.					
Learning Outcomes					
3.3.2.1. Evaluates program effectiveness for mission accomplishment.					
3.3.2.2. Develops and implements strategies for program success.					
3.3.2.3. Explains organizational programs and policies.					
3.3.2.4. Interprets customer feedback for program improvement.					
3.3.2.5. Executes program revisions.					
3.3.2.6. Identifies resources for program and project needs.					
3.3.2.7. Evaluates resource solutions for program requirements.					
3.3.2.8. Coordinates resource solutions with appropriate agencies.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.3.3. Advanced Observable Behaviors - Solves challenges to achieve program priorities. - Informs leaders on status of programs and policies. - Forecasts changes to the workforce, budget, equipment, facilities, etc., and advocates for resources to accomplish the objectives.					
Learning Outcomes					
3.3.3.1. Designs strategies to address complex program challenges.					
3.3.3.2. Directs cross-functional teams to resolve complex problems.					
3.3.3.3. Employs data-driven decisions to determine program priorities.					
3.3.3.4. Reports program status and policy to leadership.					
3.3.3.5. Recognizes changes in workforce, budget, and equipment to advocate for changes.					
3.3.4. Expert Observable Behaviors - Collaborates with cross-functional communities on policy and strategies for learning program success. - Develops strategic and operational training plans IAW regulations, policies, and local guidance.					
Learning Outcomes					
3.3.4.1. Develops policy and implementation strategies for learning programs.					
3.3.4.2. Deploys comprehensive strategic and operational training plans aligning with regulatory requirements, organizational policies, and local directives.					

1. Tasks, Knowledge, and Technical References	2. OJT Task Certification Documentation				
	A	B	C	D	E
	Trg Start	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials
3.3.4.3. Integrates innovative training methodologies within training plans for organizational excellence.					

Section B – Support Material

1. Instructional Design

- Analysis Competency Assessment Workbook
- Design and Development Competency Assessment Workbook
- Evaluation Competency Assessment Workbook

2. Learning Design

- Content Delivery Competency Assessment Workbook

3. Training Management

- Student Management Competency Assessment Workbook
- Instructor Management Competency Assessment Workbook
- Program Management Assessment Workbook

4. DAF Civilian Career Roadmap for Enterprise Leaders

- https://www.af.mil/Portals/1/documents/2022SAF/Enterprise_Leaders_Roadmap.pdf

5. DAF Civilian Career Roadmap for Functional Experts/Leaders

- https://www.af.mil/Portals/1/documents/2022SAF/Functional_Experts_Leaders_Roadmap.pdf

Section C – Training Course Index

1. Purpose. This section of the CFETP identifies training courses available for Training Instruction personnel. Courses may be offered in-resident and/or delivered in a distance learning format.

2. Air Force Courses

The Department of the Air Force offers a variety of new employee, supervisor and manager (new and experienced) courses, including:

- New Employee Orientation (NEO)
- DAF New Supervisor Course
- DAF Experienced Supervisor Course
- Military Personnel Management Course (MPMC)
- DAF New Manager Course
- DAF Experienced Manager Course

For enrollment, visit myLearning which can be accessed from the AF Portal under Career & Training. Once inside the myLearning Learning Management System, the courses are located within the Total Force Awareness Training section.

3. Airman Development Command Courses

Course offerings with an asterisk (*) after the title/abbreviation are available to personnel at all bases. Course offerings with organizations in parenthesis after the title/abbreviation are geared towards military/civilian organizational personnel but may offer seats to non-organizational personnel on a space-available basis.

- Advanced Instructor Course (AIC)
- Application of Instructional Systems Development (AISD) (81 TRG)*
- Artificial Intelligence (AI) in the Technical Training Classroom
- Assessment, Measurements, and Return on Investment (ROI)
- Basic Instructor Course (BIC) (17 TRG, 37 TRG, 81 TRG, 82 TRW)
- Competency Based Training Course (CBTC)
- Computer-Based Instruction (CBI) Designer*
- Enhanced Learning & Instructional Techniques Enrichment (ELITE)*
- eXtended Reality (XR) Foundations for Teaching and Learning
- Foundational Competencies in the Classroom
- Fundamentals of Instruction*
- Instructor Evaluation Seminar*
- Instructional Systems Designer*
- Instructor Qualification Course (SWTW)
- Instructor/Developer of Online Learning (IDOL)*
- Online Training Development*
- Principles of Instruction*
- Special Warfare Instructor Qualification Refresher Course (SWTW)
- Teaching with Human Performance Optimization
- Technical Writer (17 TRG, 37 TRG, 81 TRG, 82 TRW)
- Training Supervisor (17 TRG, 37 TRG, 81 TRG, 82 TRW)

- Transformational Training Course*

NOTE: Additional information for the courses can be obtained at the Education & Training Course Announcements website, accessed through the AF Portal.

4. DAF e-Learning

DAF e-Learning is a cutting-edge, cloud-based learning platform that offers a vast library of online courses, tutorials, and resources to help learners develop new skills and enhance their knowledge. Percipio is designed to provide a personalized learning experience, using AI-powered recommendations to suggest relevant content based on individual learning goals and preferences.

DAF e-Learning can be accessed from the AF Portal under Career & Training.