Trainer Validation Course

Student Guide

Module 3
Overview of CDP Instructional Policy and Expectations

Number: Module 3

Title: Overview of CDP Instructional Policy and Expectations

Purpose. To provide an explanation of key instructional policies and trainer expectations and to introduce students to the associated handout(s).

Learning Objectives

a. Terminal Learning Objective. Given a complete, designated course instructional materials package, requalify to instruct the designated course in accordance with the requirements outlined in the plan of instruction, associated instructional materials and appropriate CDP policy. (TR-0025)

b. Enabling Learning Objectives

(1) Given a requirement, identify jurisdiction and trainer safety standards and associated liability in accordance with CDP directives and standard operating procedures. (TR-0025e)

(2) Given a requirement, identify personal protective equipment medical monitoring requirements in accordance with CDP directives and standard operating procedures. (TR-0025f)

(3) Given a requirement, identify procedure for requesting and instituting jurisdiction flexibility in the delivery of a course in accordance with CDP directives and standard operating procedures. (TR-0025g)

1. Training Safety Expectations

a. The CDP expects trainers to adhere to all applicable safety standards while delivering its course. Risk assessment ratings and safety precautions are included in the plan of instruction and in each instructor or experiential learning activity guide.

b. Each trainer should conduct their own risk assessment prior to the beginning of training that considers current conditions and any unique challenges or limitations associated with the training environment, equipment used, etc. If current conditions (i.e. extreme heat or cold, severe weather, etc.) or unique limitations or safety precautions of equipment, the risk assessment and safety precautions should be updated and additional requirements briefed to the students prior to conducting effected training.

c. Any safety briefing required for a module or experiential learning activity must be presented to all students prior to beginning the learning event.

d. The trainer and/or designated jurisdiction may be liable in the event of a training accident that occurs due to neglect of trainer responsibilities and/or non-adherence with the risk assessments and safety precautions listed in the plan of instruction and associated instructional materials.

2. **Personal Protective Equipment Medical Monitoring Requirements.** Select courses require student to don and/or operate in personal protective equipment (PPE) in order to achieve the learning objectives.

   a. To ensure the safety of students, vital signs monitoring will be conducted prior to donning PPE and immediately after doffing PPE by qualified medical personnel; this is the responsibility of the training host.

   b. At a minimum, vital signs monitoring before and after monitoring will include: recording of temperature, heart rate, and blood pressure.

   c. Additionally, medical personnel will validate the information supplied by the student on the medical screening form. If baseline vital sign readings or any additional or clarified information provided regarding the review of the medical screening form indicates that the student would be at risk of performing the PPE activity, the student should be prohibited from participating in the activity in order to protect their health.

   d. Vital sign measurements taken before donning and after doffing PPE will be compared and any student registering a substantial difference between the baseline and post-PPE measurements is to be referred for immediate medical attention.

3. **Jurisdiction Flexibility.** This flexibility is provided by the CDP in certain instances. If a jurisdiction wishes to modify the CDP curriculum because of more relevant material to the jurisdiction is available, a request must be submitted to the CDP. This can be accomplished via email or other electronic means.

   a. The jurisdiction provides what changes are requested and why.

   b. The CDP then determines if the change will be authorized.

   c. If the modification is approved, the CDP will authorize the change; if not approved, the CDP will inform the jurisdiction of the decision.

REFERENCES

None

Appendix A
Additional Instructional Policies and Trainer Expectations

1. Authorized Trainer Designation

a. The CDP recognizes graduates of Train the Trainer courses as Authorized Trainers for their home state in accordance with their state authorizing agency (SAA) directive.

b. Federal/Military personnel may take a Train the Trainer course or be state approved to become Authorized Indirect Trainers. Their federal status however supersedes the state level and they may deliver indirect training in any state or on any military base without SAA, approval providing their students are federal/military personnel.

2. General Trainer Expectations. An authorized trainer for a CDP course is expected to achieve of the following expectations:

a. Conduct training instructional material in conformance with the learning objectives and training methodologies outlined in the plan of instruction and associated instructional materials.

b. Assess student comprehension throughout the conduct of training and ensure that students achieve the requirements defined by the course learning objectives.

c. Ensure that required student materials (student guides, student handouts, examination booklets, performance checklists, etc.) are available for each enrolled student prior to the start of the class.

d. Ensure that all safety considerations are observed and that safety briefings are conducted prior to the conduct of relevant experiential learning activities.

e. Maintain a learning environment respective of a diverse student population consisting of individuals with varied backgrounds and beliefs.

f. Communicate with students or a designated representative as necessary prior to the beginning of the course to ensure students are aware of the training location, time, and any pre-course requirements.

g. Review course materials and be prepared to train prior to the start of the class.

3. Instructional Environment Expectations. Prior to the beginning of the course, the trainer must ensure that a classroom, required breakout rooms, and an appropriate training area are available in accordance with the requirements outlines in the plan of instruction. These training facilities must be coordinated and setup in advance of the class start date. This includes:

a. Ensure availability of classroom setup equipment and materials listed in Section V of the plan of instruction.

b. Ensure the classroom is setup and prepared to accommodate the enrolled number of students.

c. Ensure training equipment of the type and quantity listed in Section V of the plan of instruction is operational, available to support training, and setup as defined in the instructional materials.

4. Training Materials Requests

a. Indirect Training. The Authorized Trainer requests instructional materials by submitting CDP-TE-0008 Indirect Training Materials Request Form, preferably 30 days prior to the requested class date, to the CDP. The CDP can be contacted at indirecttraining@cdpemail.dhs.gov or toll free at 1-866-291-0698. The CDP will send an email confirming the order. The CDP prepares packages and ships to the authorized trainer or a designated training location. Upon receipt, the trainer should inventory the training support package, ensure all materials are received, and if not, responsively notify CDP to coordinate resolution. A typical course materials package may include:

(1) Indirect Training Instructions, CDP-TE-0034

(2) Requested number of designated course plans of instruction, instructor guides, student guides, performance examination checklists, etc.

(3) Instructor guide. An instructor guide will be included in the first shipment only, unless the course version has changed or an additional instructor guide is requested.

(4) Trainer Information Form, CDP-TE-0004

(5) Off-Site Training Registration Form, CDP-TE-0003

(6) Shipping envelope with prepaid return label for the return of completed course packages

5. Student Registration and Administration

a. The Authorized Trainer administers the completion of student registration documents. The Authorized Trainer reviews student information to confirm each student meets registration requirements. Students will need to have or create a FEMA Student Identification Number from https:cdp.dhs.gov/femasid in order to fully complete their registration. Upon completion of the indirect delivery, the Authorized Trainer sends the registration package to the CDP. The registration package will include:

(1) Off-Site Training Registration Form, CDP-TE-0003;

(2) Trainer Information Form, CDP-TE-0004; and

(3) Completed student performance examination checklists documents.

b. The CDP assigns a class number, adds the class to the Indirect Training class log, builds the class in CTAS, and enters course completion and student performance and graduation data into CTAS.

c. The CDP prepares and ships a course package to the Authorized Trainer containing:

(1) Indirect Trainer Certification Letter, CDP-TE-0035;

(2) Indirect Remediation Letter, CDP-TE-0023, if applicable;

(3) Letter of Attendance Roster, if applicable;

(4) Class Roster; and

(5) Graduation certificates.

6. Indirect Authorized Trainer Program (IATP). The CDP recognizes indirect trainers who demonstrate teaching proficiency by actively delivering multiple CDP training course iterations or by effectively reaching large training audience populations within their states or local jurisdictions.

a. There are three levels of recognition. Proficiency levels are based on performance in the Indirect Program for training conducted within the preceding fiscal year (October 1 through September 30).

(1) Level 1, Bronze: Delivery of 10-14 classes or 100 students

(2) Level 2, Silver: Delivery of 15-19 classes or 200 students

(3) Level 3, Gold: Delivery of 20 or more classes or 300 students

b. Trainers who achieve IATP status will receive recognition for their efforts on the CDP website. Additionally, trainers will receive a certificate of achievement, and various CDP items, based on the level of performance attained.

REFERENCES

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Appendix B
Overview of CDP Instructional Materials

1. **Plan of Instruction.** A plan of instruction provides a detailed description of the course administrative information, course design information by learning activity, student assessment strategy, and required course resources. It provides all of the information and course requirements necessary to plan for, prepare for, and scheduled classes. A plan of instruction consists of six sections.

   a. **Section I Course Description:** Provides course administrative data including:

      (1) Version Control Number. The version control number for each element of the instructional material to include the examination(s) will be the same as that in the current plan of instruction.

      (2) Effective Date. The effective date indicates the date that the instructional materials containing the designated version control number was implemented or became effective.

      (3) Course Purpose, Goals and Scope

      (4) Class Size

         (a) Minimum. The minimum number of students required to ensure effective learning and to ensure the course offering is cost-effective.

         (b) Optimal. The optimal number of students for ensuring training to the learning objective standards given designated resources.

         (c) Maximum. The maximum number of students that may be trained to the learning objective standards without substantially degrading learning given cited resources.

      (5) Class Iterations Per Year. The projected number of times the course is programmed to be trained per year. This is used for planning purposes and is not an absolute figure.

      (6) Optimum Annual Student Throughput. The projected number of students programmed to be trained per year. This is used for planning purposes and is not an absolute figure.

      (7) Course Delivery Means. Indicates the types of delivery means relevant to the course (resident, non-resident, indirect).

      (8) Target Audience. Provides a description of the personnel the course is intended to train. Persons outside of this population may or may not have the prerequisite knowledge, skills, or abilities to succeed in the course.

      (9) Course Prerequisites. A listing of the training, education, experience, or capability that a student must possess prior to taking the course. An example of a prerequisite

capability might be to function while wearing personal protective equipment or to lift 40 pounds to the waist.

(10) Job/Function Tasks Trained. Provides a listing of the relevant job or function tasks trained within the course and the extent to which each task is trained. A task may be trained to familiarization, part-task proficiency, proficiency, or reinforced dependent upon the availability of resources and other factors.

(a) Familiarization. A task is trained to familiarization if no portion of the task is assessed to standard through an examination or performed through practical application.

(b) Part-Task Proficiency. A task is trained to part-task proficiency if only a portion of the task is assessed to standard through an examination or performed through practical application. For example, only 6 steps of a procedure containing 14 steps are performed during practical application due to lack of resources such as time, equipment, etc.

(c) Proficiency. A task is trained to proficiency if all elements of the task are assessed to standard through practical application and/or performance examination. This requires realistic performance of the task be replicated in the training environment.

(d) Reinforced. A task that the target population has already achieved proficiency in may be reinforced to refresh the skill or to provide additional opportunities for practice. Prior proficiency may be achieved through a prerequisite course or through required job standards for the target population. A formal assessment of a reinforced task is not required; however, a reinforced task may be informally assessed through an After Action Review to provide students with performance feedback.

(11) Continuing Education Units or Academic Equivalency. Indicates whether or not the CDP is authorized to issue continuing education credits for a course. This includes the number of credits and the agency authorizing award.

(12) Instructor Qualifications. A description of any specific requirements that a trainer must possess in order to teach the course.

(13) Regulations, National Goals, Doctrine, Standards, and Capability Gaps Supported by the Course. A description of the regulations, national goals, DHS/FEMA doctrine, accepted standards, or identified capability gaps that the course supports or is intended to address. This information may be useful in determining the appropriateness of a course for filling a jurisdiction need or when requesting grant or other funding to conduct training.

(14) Change History. A description of the historic changes that have been made to the course.

b. Section II Course Summary and Recommended Schedule

(1) Course Executive Summary. A concise overview for each learning activity within the course.

(2) Recommended Academic Course Schedule. A recommended schedule and learning activity sequence for the course.

c. Section III, Learning Activity Descriptions. The learning activity descriptions provide detailed information regarding each activity in the course. Each learning activity description contains the following:

(1) Title, Number, and Total Time for the learning activity

(2) Instructional Methods. Includes the instructional methods, approximate times, and instructor to student ratios to be used to train the learning objectives.

(a) The following are definitions for the most commonly used instructional methods:

1 Lecture. Trainer-centric, one-way communication used for reaching large audiences in a classroom setting.

2 Guided Discussion. The exploration of concepts or principles through the use of questioning techniques by a trainer. This method encourages participation and draws upon the knowledge and experience of students.

3 Facilitation. When the trainer takes a secondary role and allows the student or students to present information, assess the situation, or solve a problem. The instructor only interjects as necessary to provide subtle guidance or to ensure safety of participants.

4 Demonstration, An observation of a trainer or expert performing a task or action as an example of actual performance.

5 Practical Application. Provides students with an opportunity to perform the task or action being trained. The trainer typically serves as an observer to ensure safe and effective performance of the task or action.

6 Decision Game. An exercise designed to increase the comprehension and application of doctrine, tactics, techniques, and procedures within a realistic situation requiring a time constrained decision.

7 Written Examination. An assessment of student's cognitive knowledge and/or skill with regard to the subject matter. For CDP courses, this is most typically accomplished through the administration of a multiple choice test.

8 Performance Examination. An assessment of a student's or team's ability to perform a relevant job or function task. A performance examination typically requires the performance of task procedures that are assessed GO or NO GO and are documented using a performance examination checklist.

(b) Times for all instructional methods are approximate. Trainers are authorized minor variations in method times provided the learning objectives are effectively trained.

(c) Instructor to Student Ratio provides the intended number of instructors required to safely and effectively teach the indicated number of students. Any reduction in the number of instructors in relation to the number of students may be unsafe and/or ineffective and should be cleared with proper authority before conducting training.

(3) Purpose. A brief statement of the purpose of the learning activity

(4) Learning Objectives. A listing of the learning outcomes that the students must demonstrate in order to achieve the intended course goals.

(a) Terminal Learning Objective. A statement of the condition, action, and standard the student must achieve to meet the intended course goal(s).

(b) Enabling Learning Objective. A statement of the condition, action, and standard that enables or supports the student in achieving a portion of the terminal learning objective.

(5) Concept of Instruction. A description of how each instructional method will be employed in support of learning objective achievement.

(6) Required Instructional Materials. A listing of the instructional material types required for the learning activity.

(7) Risk Assessment. An assessment of the risk level for the learning activity. This level is rated low, moderate, or high dependent upon the potential for personnel injury or death and/or potential for damage to equipment or systems.

(8) References. A listing of the references used to create the instructional materials and validate the learning objectives.

(9) Instructor and Training Support Personnel. The number and type of trainers or support personnel required for the learning activity along with any special qualifications.

(10) Training Facilities. The type and number of classrooms, breakout rooms, training areas, etc. needed to conduct the learning activity.

(11) Equipment. A listing of the equipment items, quantity, unit of measure, and unit of issue for all items required to train a class. If a jurisdiction does not have a specific equipment item, it may coordinate with CDP to determine an appropriate and available substitute consistent with the course goals and objectives.

(12) Consumables. A listing of the consumable items, quantity, unit of measure, and unit of issue for all items required to train a class. Examples of consumables include things such as antiseptic wipes, bags, chem tape, etc.

(13) Agent. The agent table is only relevant for courses using the COBRA Training Facility at CDP.

(14) Additional Comments/Remarks. Any relevant comment or remark that is not appropriate for inclusion under another heading.

d. Section IV, Student Assessment Plan. The Student Assessment Plan explains the student assessment strategy and contains the graduation criteria for the course. A student must achieve the graduation criteria to receive a certificate of completion. A student who does not achieve the graduation criteria will be issued a Letter of Attendance and may retake the course at a later date.

e. Section V, Consolidated Resource Lists. Provides a consolidated listing of all resources contained in the learning activity descriptions. In addition, it also contains classroom setup and tablet configuration information.

(1) Initial Classroom Configuration. Provides a suggested classroom configuration for the course.

(2) Classroom Equipment and Materials. A listing of the types, quantity, unit of measure, and unit of issue for the items required to initially setup the classroom.

(3) Tablet Configuration. Provides a listing of required items for configuring automated resources when students will be issued such resources to provide access to the student guide, handouts, resources, tools, etc.

(4) Course Materials Printing Guidance. Provides instructions for the printing of required instructional materials for a class.

f. Section VI Consolidated Course References. A complete listing of all references used to develop the course and to validate the learning objectives.

2. Instructor Guide. An instructor guide provides the trainer with the instructional strategy and subject matter for a module. An instructor guide contains three elements: introduction, body, and summary.

a. Introduction. Provides the introduction to the module by introducing the trainer and the topic, reviewing the learning objectives, discussing the risk assessment level and associated safety precautions, and explaining how students are to be assessed on achievement of the learning objectives. A module introduction includes:

(1) Gain Student Attention. A compelling story or rationale for how the subject matter is important for the students to learn. This is the trainer's opportunity to convince students of the significance of the topic. A trainer may use the provided attention gainer or one of their own creation provided it accomplishes the intended purpose.

(2) Provide an Overview of the Module. Consists of greeting the students, introducing yourself and the module title, and providing a general overview of the module content.

(3) Explain the Learning Objective(s). The learning objectives provide the students with clear, concise statements regarding what they are expected to know or be able to perform. The trainer should refer students to the learning objectives in their student guides, if applicable, and explain each objective to the students.

(4) Provide an Assessment of the Risk. As explained previously within the plan of instruction learning activity description, this indicates the assessed risk level for the learning activity. This level is rated low, moderate, or high dependent upon the potential for personnel injury or death and/or potential for damage to equipment or systems.

(5) Explain the Safety Precautions. Safety precautions describe any considerations or control measures that should be observed during the lesson to ensure safety. Explain any and each safety precaution and ensure understanding by asking questions of the students, as appropriate. If current conditions or other factors warrant the addition of safety precautions, the trainer should explain those precautions during this step of the introduction.

(6) Describe the Method of Student Assessment. The trainer explains to the students how they will be assessed, if applicable, and the criteria for successful completion of the examination. For example, “You will receive a multiple choice, written examination on the learning objectives at the end of the class. You must receive a score of 70% or higher to successfully complete the examination.”

b. Body. The body of the lesson provides a detailed explanation of the instructional strategies and a detailed explanation of the module content. It consists of a content explanation in outline format and includes instructor notes, method cues, media cues, and transitions.

(1) Instructor Note. An instructor note is contained in a text box and provides the trainer with additional information or explanations of the instructional strategy for a portion of the module.

(2) Method Cue. Method cues are placed throughout the module to cue the trainer when to use a particular instructional method and include the approximate time and instructor to student ratio for the method. Each time the trainer arrives at a new method cue, they will transition to the new method and add or reduce the number of trainers as indicated by the associated instructor to student ratio.

(3) Media Cue. Media cues indicate when to display a particular slide from the multimedia presentation. Media cues are synchronized with the page number on the respective slide. Each time a trainer comes to a new media cue, they should advance the multimedia presentation accordingly.

(4) Transition. Transitions occur at the end of the introduction, at various points within the body, and at the end of the body. Transitions are opportunities to periodically summarize the content covered to that point in the module, to ask check-on learning questions, to solicit student questions, and to introduce new topics. A trainer may use the wording or questions in the documented transitions or use other wording or questions to accomplish the same objective.

c. **Summary.** The summary is the trainer's opportunity to briefly review the main ideas covered in the module, to solicit student questions, and to conclude the module. Always be certain to provide students with any necessary instructions for the next learning activity before completing the summary and the module.

3. **Experiential Learning Guide.** An experiential learning guide provides detailed instructions and resourcing information for the conduct of an experiential learning activity or an exercise. It is organized to simplify instructions for these types of learning events and includes:

a. **Number, Title, Total Time, Instructional Methods, Media/Technology, and Learning Objectives.** Addressed in the same manner as within the instructor guide.

b. **Learning Activity Setup.** Provides a step by step explanation of each of the actions that must occur prior to the beginning of the activity or exercise in order to prepare for conduct.

c. **Learning Activity Situation(s) or Scenarios.** Provides a concise description of the learning activity situation or scenario used to drive the activity or exercise. This situation or scenario should typically be explained to students prior to them conducting the activity or exercise.

d. **Learning Activity Procedures.** Provides the detailed trainer instructions and student procedures and/or performance steps for the conduct of the activity or exercise.

e. **After Action Review.** Provides the trainer with instructions for conducting an after action review of the activity or exercise once students have completed the learning activity procedures. Trainers may add to the stated after action review procedures, as appropriate, to enhance student assessment of their performance.

f. **Risk Assessment**

(1) Risk Level. An assessment of the risk level for the learning activity. This level is rated low, moderate, or high dependent upon the potential for personnel injury or death and/or potential for damage to equipment or systems.

(2) Safety Considerations and Control Measures. Describes any considerations or control measures that should be observed during the lesson to ensure safety. Explain any and each safety precaution and ensure understanding by asking questions of the students, as appropriate, during the Student Safety Briefing.

(3) Student Safety Briefing Required. Most learning activities or exercises will require a student safety briefing prior to conducting the activity or exercise. If a briefing is required, a recommended safety briefing will be included as an Annex in the experiential learning guide. It is the responsibility of the designated trainer to deliver this safety briefing to include the addition of any precautions based upon the current condition or any unique circumstances prior to beginning the activity or exercise.

g. **Instructor and Training Support Personnel, Training Facilities, Equipment, Consumables, Agent, and Additional Remarks.** Addressed in the same manner as in the Learning Activity Description of the plan of instruction.

4. **Student Guide.** The student guide provides a reference to the student for all the content covered in the course. It contains all of the subject matter content in the instructor guide and contains essential multimedia images and graphics embedded as figures in the guide. The student guide contains:

   a. **Number, Title, Purpose, and Learning Objectives.** Addressed in the same manner as in the instructor guide.

   b. **Subject Matter Content.** All subject matter from the instructor guide is included in the student guide. The outline sequence for subject matter is the same as the instructor guide but the instructor and student guide page numbers are not synchronized. If referring students to a specific point in their student guide, it will be necessary to provide an outline reference. For example: 4.a.(1) addresses the procedure for donning the protective boots.

   c. **References.** Lists the references used to develop and/or validate the module content. This information is provided to facilitate additional student study and research.

5. **Multimedia Presentations.** Most instructor guides will be supplemented by a multimedia presentation in Microsoft® PowerPoint format.

   a. Multimedia presentations typically include text, images, and video to provide visual references and demonstration to enhance the transfer of learning.

   b. Multimedia slide numbers are synchronized with the media cues in the instructor guide.

   c. All relevant images or graphics contained within the multimedia presentation will also be included in the student guide as figures for easy student reference before, during, and after instruction.

6. **Proctor Guide and Answer Key.** The proctor guide and answer key is used by the trainer or proctor to administer the written examination. The proctor guide and answer key contains:

   a. Detailed examination administration instructions for the trainer or proctor;

   b. Each of the examination questions in the sequence in which they appear in the Written Examination Booklet;

   c. The correct answer for each examination question; and

   d. Content-based rationales for why each distractor is correct or incorrect. These rationales are provided to assist the trainer or proctor in conducting an after action review of the examination.

7. **Written Examination Booklet.** A written examination booklet is provided to each student during the administration of an examination.

   a. The booklet contains the test items and distractors and is synchronized with the proctor guide and answer key.

b. Each written examination booklet and proctor guide and answer key are a controlled item and must be inventoried before and after each examination to ensure accountability.

c. If a written examination booklet or proctor guide and answer key are missing or lost, every effort should be made to recover it. If it can't be recovered, the lost item should be reported to the CDP. The CDP will assess the situation and determine if it is necessary to develop a new version of the examination in order to maintain the integrity of the examination.

8. Examination Answer Form. Most CDP courses use a standardized answer form to document student examination performance. The completion items on these forms are relational and are scanned into a software application that automates the official grading process. Because the forms are relational, only use the examination answer forms provided by the CDP. Do not use photocopies of these forms to avoid errors in the official grading process. To further ensure proper processing of these forms, it is important that form information be completed by students as follows:

a. Use only a number 2 pencil and fill in the circles completely. If an erasure is necessary, be certain to erase as completely as practical.

b. Write as many letters as possible of the last name in the boxes provided and then completely darken the corresponding circle below each box. If there is a space in the name, completely darken the empty circle below that box.

c. Write as many letters as possible of the first name in the boxes provided and then completely darken the corresponding circle below each box. If there is a space in the name, completely darken the empty circle below that box.

d. Write today's date on the line to the right of Date.

e. Write the class number on the line to the right of Class Number or Course Name.

f. Circle either Pre-Test, Post-Test, or Retest, as appropriate.

g. Flip the form over and write the complete 10-digit FEMA student identification number in the boxes provides. Then completely darken the corresponding circle below each box.

h. Students provide there answer to each test item by completely darkening the lettered circle for each corresponding test item number.

9. Performance Examination Checklist. A performance examination checklist is a performance-based examination assessment tool that serves as official documentation of individual or team performance of a learning objective. If a performance examination is conducted for a course, the associated performance examination checklist must be completed by a trainer for each student or team, as appropriate, and returned in the class package to CDP, unless otherwise determined. The completed checklists will be archived as official examination records for a determined period. The major components of the performance examination checklist are:

a. Evaluator Instructions. Includes information about the examination of significance to the trainer or proctor. This information may include: are students assessed individually or as

teams; what are the procedures for conducting the examination; is there a time limit for the examination and, if so, how long; and what must the student or team achieve to receive a GO for the examination.

b. Student Instructions. Includes information about the examination of significance to the student or team being assessed. This information may include: the situation or scenario in which the task is being performed; time limit for completing the examination, if applicable; and what must the student or team achieve to receive a GO for the examination.

c. Performance Steps and/or Performance Standards. A sequential listing of the performance steps and/or standards that must be achieved in order to receive a GO for the examination and successfully complete the task.

d. Overall Evaluation. A means to record the overall outcome for the performance examination as a GO or NO GO. A GO indicates that the overall performance criteria were met and a NO GO indicates that the student or team did not successfully achieve one or more required performance steps or standards.

e. Observations and Remarks. The trainer or proctor should at a minimum provide remarks regarding any performance step or standard that a student or team did not achieve successfully. These comments should be communicated to the student or team after the event and are used to support the group or class after action review for the examination, as appropriate.

10. Submitting Course Improvement Recommendations. All CDP courses are to be delivered in accordance with the most current plan of instruction and associated instructional materials. If a trainer identifies an issue with a course that requires improvement of the instructional material, the trainer may submit a CDP-TE-0062.1 Courseware Improvement Submission Form to the Center for consideration. Relevant CDP staff members will review the recommendations, determine its relevance and priority, and make approved changes to the instructional materials, as appropriate. The submitter of the improvement will be notified of the disposition of their recommendation.

REFERENCES

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Center for Domestic Preparedness. (2014). *Curricula version control.* Anniston, AL: Author