

Guidelines for Instructors Working With BLM's National Training Center (NTC)

What Do You (Instructor) Do?	Who does what at NTC to Support the Course?	
	Course Coordinator	Instruction Systems Specialist (ISS)
<p>Complete the Instructor Seminar Course</p> <ul style="list-style-type: none"> • Ask when the course is offered. • Complete the pre-work and course material. 	<p>Sign-up instructors, prepare them with objectives, and participate in the seminar as requested by the seminar coordinator</p>	<p>Collaborate with the coordinator as needed.</p>
<p>Meet deadlines</p> <ul style="list-style-type: none"> • Schedule your time to meet the deadline and keep the coordinator informed of any concerns. 	<p>Inform all instructors of deadlines. Meet all course coordination deadlines</p>	<p>Collaborate with coordinator and instructors to meet deadlines</p>
<p>Review design team notes.</p> <ul style="list-style-type: none"> • Be sure you understand why the training is needed, who the participants (learners) will be, and how your section fits into the course. • Identify how much time you have in the course to cover your material. • Follow the guidelines and obtain permission from the coordinator for any suggested changes. 	<p>Provide each instructor the notes from the design meeting that contain the goal, objectives, description of target audience, content notes, and other course guidelines.</p>	<p>Assist in ensuring that any changes are educationally sound.</p>

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Develop lesson assessment(s) <ul style="list-style-type: none"> • Design an assessment that supports the objective, simulates the on-the-job conditions as much as possible and fits the allotted time frame. 	Insure that each Instructor has the objective and any assessment guidelines developed in the course design process.	Assist and guide the Instructor as needed to: <ul style="list-style-type: none"> • Suggest ideas for assessments. • Ensure that the assessment has a sound education design.
Develop (or modify) Lesson Plan <ul style="list-style-type: none"> • Use the suggested format that the coordinator supports. • Ask if any material has already been developed or drafted for your section. 	Provide a format to each instructor. When available, provide previously used lesson plans.	Assist and guide Instructors in the design (not content usually) of the lesson plan.
Develop visuals <ul style="list-style-type: none"> • Select the media that is appropriate. 	Be sure each instructor knows what equipment will be available to display the visuals.	Assist and guide Instructors in the design (not content usually) of the visual aid.

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<p>Develop participant's Course Notebook materials for your section</p> <ul style="list-style-type: none"> • Select material that supports your lesson and is used in class. • Provide list of resources of other material • Provide all by the deadline (usually 1 month prior to course). 	<p>Review the material to ensure it is relevant, readable quality, and needed.</p>	<p>Assist and guide Instructors in the design (not content usually) of material.</p>
<p>Contribute to Pre-Post Course Assessment</p> <ul style="list-style-type: none"> • Ensure pre-post assessments have items that measure knowledge and/or skill for your area. 	<p>Review for content and educational soundness. Administer the course assessments.</p>	<p>Collaborate with the coordinator and instructor to develop and review for educational soundness.</p>
<p>Participate in Pre-Meeting</p> <ul style="list-style-type: none"> • Sometimes you may need to have a pre-meeting and/or field exercise run through. The timing will vary from weeks before the class to the day before. 	<p>Communicate as soon as possible if a pre-course meeting is needed and why. Schedule/Coordinate all resources needed for pre-meeting.</p>	<p>Collaborate with the coordinator and instructor. Prepare agenda to support objectives.</p>

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<p>Contribute to teamwork</p> <ul style="list-style-type: none"> • Assist to ensure the course sections work together. • Be aware of what the other instructors are doing (observe and/or review lesson plans). Avoid duplication and refer to other sections as appropriate. • Consider being there to welcome the participants as they enter the room. 	<p>Encourage teamwork by clarifying how the different sections relate. Review all lesson plans to help instructors avoid duplications and ensure smooth transitions.</p>	<p>Collaborate with the coordinator to promote a team approach. Review all lesson plans to help instructors avoid duplications and ensure smooth transitions.</p>
<p>Deliver your portion of the course.</p> <ul style="list-style-type: none"> • Practice with equipment, and coordinate with other instructors. 	<p>Ensure the equipment is operable. Ensure all participants are informed about the course location and any special needs (equipment, clothing, etc.). Support the instructors as needed to ensure they have what they need to train.</p>	<p>Collaborate with the coordinator as needed.</p>

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Evaluate the course <ul style="list-style-type: none"> Participate in the course debrief. 	Plan time for the instructors to share reactions and debrief	Collaborate with the coordinator to facilitate and document the “debrief.” Evaluate the course for educational soundness. Document any suggested changes.
Be available to participants. <ul style="list-style-type: none"> Provide the participants your contact information. Be available before/after class and/or during breaks for discussions. 	Encourage the instructors to be available.	Support the coordinators efforts.

Roles of Coordinator, Instructional Systems Specialist (ISS), and Instructors

The course coordinator is the overall project manager for a training program and the supporting courses, workshops and other training events. As such, a coordinator must manage the scope, tasks, funding, human resources, risks and operational aspects of a course from cradle to grave. Coordinators are ultimately responsible for the project, working cooperatively with instructional system specialists, instructors, training technicians and NTC support staff to produce a quality product.

Typical coordinator responsibilities include:

- Develop competencies to identify employee knowledge, skills, and proficiencies
- Conduct needs assessments and prepare a strategy for identifying knowledge and skill deficiencies
- Design, redesign, and deliver courses, workshops and other products to meet deficiencies
- Evaluate trainee and instructor performance

- Manage the operational phases of training

In accomplishing the above work, coordinators work with BLM Washington Office and field staff to ensure that the training addresses BLM needs and will result in improved performance by BLM employees.

The ISS is the performance improvement expert who ensures that the overall training strategy and supporting courses are developed in an educationally sound manner. Below are guidelines for type of valuable assistance and support that an ISS can lend to the training product from needs assessment to final evaluation.

- Needs Assessments
 - Help design survey instruments and analyze data
 - Write final report
 - Provide advice on training and course delivery strategy
- Course Designs and Redesigns
 - Facilitate and guide course design meetings
 - Provide educational input on all phases of course design, including objectives, assessments, content, and visuals
 - Ensure that entire design is adult-centered
 - Develop pre and post-tests
 - Evaluate course and instructors to determine needed corrections
 - Provide guidelines on all levels of evaluation
- Course Instructors
 - Coach them on teaching skills
 - Review content for appropriate teaching techniques and delivery methods
- Where necessary, travel to an instructor's office and work with the instructor to write lesson plans.

Satellite broadcasts involve multifaceted responsibilities between the coordinator, ISS, instructors, and the NTC audio-visual production staff. The coordinator continues their role of project coordinator, which requires effort to manage the overall scope and

content of the broadcast. The audio-visual staff provides the production expertise and other support functions to meet the objectives of the training.