

MTS

"THOSE WHO MASTER TRAINING CHANGE THE FUTURE"



JQR
RECRUIT TRAINING COMMAND



MAY 2004
(November 2000)

NAME _____ DIVISION _____

FINAL QUALIFICATION FOR MASTER TRAINING SPECIALIST

Name: _____

Date: _____

Division: _____

Dept: _____

This page is to be used as a record of satisfactory completion of this Job Qualification Requirement (JQR). Only specified personnel may signify completion of applicable sections either by written or oral examination, or by observation of performance.

This qualification section should be maintained by the trainee and updated to ensure awareness of remaining tasks.

Trainee has completed all JQR requirements for this qualification. Recommend nomination as Master Training Specialist.

RECOMMENDED _____
(MTS Program Manager) (Date)

RECOMMENDED _____
(CISO) (Date)

RECOMMENDED _____
(CMC) (Date)

RECOMMENDED _____
(Executive Officer) (Date)

QUALIFIED _____
(Commanding Officer) (Date)

Job Qualification Requirements (JQR)

for

Master Training Specialist

The Master Training Specialist (MTS) Job Qualification Requirements (JQR) Program is designed to guide personnel through a training process, with the ultimate goal of attaining MTS qualification. Eligibility to participate and policy for the MTS Program is contained in CNETINST 5000.5B and RTCINST 1650.11F.

The MTS JQR is composed of 5 modules. Modules 1 through 4 are based on the NAVEDTRA 130 series manuals that provide important policy and guidelines for curriculum development and schoolhouse management. Module 5 is composed of OPNAV and CNET instructions that govern Navy training policy and standards.

There are local instructions for individual commands with which the MTS candidate may be required to become familiar. The local governing board for the MTS JQR Program, for a given command will decide which instructions should be added. The structure of the program is broad-based to ensure a person qualified as MTS from one CNET command will be recognized upon transfer to another CNET command.

Each of the five modules contains specific information and knowledge essential to an MTS. Within the first four modules, references are listed at the beginning of the module. The last module does not list references, as the instructions themselves are the references for the required information.

The listed references for each module do not constitute the only source of information for correct answers to each line item listed in the JQR, although they are primary sources. It is the responsibility of the MTS candidate to ensure that all references are valid and applicable to the MTS JQR.

Each module consists of individual line items that all candidates are required to answer. After compiling the written information, the MTS candidate will review the line items with a command authorized signature authority.

REFERENCE MATERIAL ON THE WEB/INTERNET

NAVEDTRA 130 SERIES MANUALS: www.ott.navy.mil

CNET AND OPNAV INSTRUCTIONS: www.cnet.navy.mil

MODULE 1 - NAVEDTRA 135 (Management)

The purpose of this module is to ensure that the Master Training Specialist is familiar with the purpose, administration, management, and structure of the training community.

REFERENCE:

A. NAVEDTRA 135, Navy School Management Manual

101 NAVEDTRA 135

101.1 State the manual numbers and titles in the current NAVEDTRA 130 series manuals.

(Signature) (Date)

101.2 List the duties and responsibilities of each of the following members of the training organizational structure: Chief of Naval Operations (CNO), Chief of Naval Education and Training (CNET), Curriculum Control Authority (CCA), Course Curriculum Model Manager (CCMM), and the Participating Activity.

(Signature) (Date)

101.3 Describe the "A," "C," and "F" classes of specialized training.

(Signature) (Date)

101.4 State the minimum requirements (for all courses) for instructor Certification.

(Signature) (Date)

101.5 How often is training on safety required for all staff?

(Signature) (Date)

101.6 Discuss the categories for dropping students from a course.
(Previously referred to as Attrition)

(Signature) (Date)

101.7 When are Academic Review Boards (ARBs) required?

(Signature) (Date)

101.8 What grade will be assigned to a retest if the student passes the material retested?

(Signature) (Date)

101.9 State the 6 phases of the curriculum development/revision process.

(Signature) (Date)

101.10 Who determines what standard will be used for a curriculum revision?

(Signature) (Date)

101.11 Who is responsible for maintaining a course audit trail?
A master record?

(Signature) (Date)

101.12 Explain briefly the two purposes of Instructor evaluations.

(Signature) (Date)

The student critique program is divided into what three areas?

(Signature) (Date)

101.14 State how often a Formal Course Review (FCR) will normally be conducted.

(Signature) (Date)

101.15 Name five types of knowledge tests.

(Signature) (Date)

101.16 The evaluation form of a classroom instructor is divided into what four areas?

(Signature) (Date)

101.17 The evaluation form of a laboratory instructor is divided into what four areas?

(Signature) (Date)

101.18 Name the Appendices found in NAVEDTRA 135.

(Signature) (Date)

MODULE 2 - NAVEDTRA 134 (Instructor Manual)

The purpose of this module is to reinforce and strengthen effective instructional techniques for the podium instructor, ensure proper student-instructor relationships, and emphasize correct procedures for conducting courses of instruction in the Navy.

REFERENCE:

A. NAVEDTRA 134, Navy Instructor Manual

102 NAVEDTRA 134

102.1 Explain the process of identifying training requirements for Naval personnel.

(Signature) (Date)

102.2 State the purpose of the Navy Training System.

(Signature) (Date)

102.3 State the most essential, single link in the training chain.

(Signature) (Date)

102.4 State and discuss the three qualities of an efficient and effective instructor.

(Signature) (Date)

102.5 Discuss the instructor's responsibilities:

- a. To students
- b. To training safety
- c. For security
- d. For curriculum

(Signature) (Date)

102.6 List and discuss the key principles to applying motivation theory in a training situation.

(Signature) (Date)

102.7 List and discuss the five techniques which can assist in developing motivational strategies for instruction.

(Signature) (Date)

102.8 State the ultimate goal of instruction.

(Signature) (Date)

102.9 Discuss the five different ways of learning.

(Signature) (Date)

102.10 State the five laws of learning.

(Signature) (Date)

102.11 Discuss the single most important factor in a student's educational advancement.

(Signature) (Date)

102.12 List and discuss the five learning senses in their order of importance to the instructional environment.

(Signature) (Date)

102.13 State the six common characteristics all students possess.

(Signature) (Date)

102.14 State and discuss the four basic learning styles.

(Signature) (Date)

102.15 List the percentages of information retained when one or more learning styles is involved in the instructional process.

(Signature) (Date)

102.16 State the barriers to effective communication.

(Signature) (Date)

102.17 State and discuss the purpose of the 3-step communication process.

(Signature) (Date)

102.18 Discuss why listening is one of the most important communication skills.

(Signature) (Date)

102.19 What five factors must be considered in planning instruction delivery.

(Signature) (Date)

102.20 State and discuss the importance of body movement as an important part of successful communication.

(Signature) (Date)

102.21 State and discuss the four purposes of oral questioning.

(Signature) (Date)

102.22 State and discuss the characteristics of a good oral question.

(Signature) (Date)

102.23 Discuss the types of oral questions and their purposes.

(Signature) (Date)

102.24 State the five step questioning technique.

(Signature) (Date)

102.25 List five of the seven instructional methods.

(Signature) (Date)

102.26 State and discuss the three parts of a learning objective.

(Signature) (Date)

102.27 State and discuss the three learning domains.

(Signature) (Date)

102.28 Explain the differences between:

- a. Course Learning Objectives and Terminal Objectives
- b. Topic Learning Objectives and Enabling Objectives

(Signature) (Date)

102.29 Discuss the two methods of testing and their importance.

(Signature) (Date)

102.30 Explain the five learning levels that knowledge test items may test.

(Signature) (Date)

102.31 Discuss the different types of performance tests.

(Signature) (Date)

102.32 List and describe the primary materials used in presenting instruction.

(Signature) (Date)

102.33 State the purposes of using Instructional Media Materials.

(Signature)

(Date)

102.34 Describe two types of instructor evaluations.

(Signature)

(Date)

MODULE 3 - NAVEDTRA 130A (Task Based Curriculum)

The purpose of this module is to ensure Master Training Specialists are well versed in the procedures for the development, implementation, and evaluation of curriculum and instruction.

References:

A. NAVEDTRA 130, Task Based Curriculum Development Manual

103 NAVEDTRA 130

103.1 Discuss the items developed in Phase I (Plan).

(Signature) (Date)

103.2 Discuss the items developed in Phase II (Analyze).

(Signature) (Date)

103.3 Discuss the items developed in Phase III (Design).

(Signature) (Date)

103.4 State the two categories of learning objectives.

(Signature) (Date)

103.5 Discuss the items developed in Phase IV (Develop).

(Signature) (Date)

103.6 State the definition and purpose of Instructional Media Materials (IMM).

(Signature) (Date)

103.7 State and discuss the elements of a Lesson Plan.

(Signature) (Date)

103.8 State and discuss the elements of a Trainee Guide.

(Signature) (Date)

103.9 State the rules for writing a Course Training Task List (CTTL) statement.

(Signature) (Date)

103.10 State the purpose of testing.

(Signature) (Date)

103.11 Explain the purpose of conducting a Pilot Course (Phase IV).

(Signature) (Date)

103.12 List the justifiable reasons for developing, revising, or canceling a course.

(Signature) (Date)

103.13 Discuss the purposes of Phase V (Implement).

(Signature) (Date)

103.14 Discuss the purpose of Phase VI (Evaluate).

(Signature) (Date)

103.15 Discuss the relationship between the following as used in the CTTL.

- A. Job
- B. Duty
- C. Task

(Signature) (Date)

103.16 State the differences between the Course Mission Statement and a Terminal Objective.

(Signature) (Date)

103.17 Describe the three products of the Training Course Control Document.

(Signature) (Date)

103.18 List the volumes of NAVEDTRA 130A and their purposes.

(Signature) (Date)

103.19 Describe the following terms and acronyms:

- (1) LP
- (2) DDA
- (3) TO
- (4) EO
- (5) DP

- (6) RIA
- (7) IMM
- (8) CCMM
- (9) CCA

(Signature) (Date)

103.20 How many pages make up one volume of a lesson plan?

(Signature) (Date)

103.21 State where to find the procedures for the handling and storage of classified training materials.

(Signature) (Date)

(SIGNED BY RTC MASTER TRAINING SPECIALIST/IQA DIVISION ONLY**)**

Develop package in NAVEDTRA 130A format only. *EXAMPLES in the NAVEDTRA 130A VOLS 1,2 & 3*

303.1 Receive Topic Approval.



Get signature before moving on 303.2

(Signature) (Date)

303.2 Develop a Training Project Plan.



Get signature before moving on 303.3

(Signature) (Date)

303.3 Develop a Course Training Task List (CTTL) (minimum of one duty and four supporting tasks).



Get signature before moving on 303.4

(Signature) (Date)

303.4 Develop a Training Course Control Document (NOTE: COI TOs and EOs are based on the CTTL in 303.3, minimum of 1 TO and 4 EOs).



Get signature before moving on 303.5

(Signature) (Date)

303.5 Develop one knowledge lesson topic on the learning objectives developed in 303.4.



Get signature before moving on 303.6

(Signature) (Date)

303.6 Develop an Assignment Sheet and an Information Sheet based on the learning objectives developed in 303.4 and 303.5.



Get signature before moving on 303.7

(Signature) (Date)

303.7 Develop a 10 question test based on the learning objectives developed in 303.5.

(Signature) (Date)

303.8 Develop a Power Point Presentation for course corresponding with lesson plan developed in 303.5.

(Signature) (Date)

NOTES: Developed items may be based on actual or fictitious requirements. Format of all items developed will be in accordance with the most recent instructions and module three. If the MTS candidate is/was actively involved in a course curriculum change /revision /rewrite in the past 12 months, the above listed 300 series line items may be derived and verified from curriculum project.

MODULE 4 - NAVEDTRA 131 (Personnel Performance Profile Based Curriculum)

The purpose of this module is to ensure Master Training Specialists are well versed in the development, implementation, and evaluation of curriculum and instruction in NAVEDTRA 131A.

REFERENCES:

- A. NAVEDTRA 131, Personnel Performance Profile-Based Curriculum Development Manual

104 NAVEDTRA 131

104.1 State the volumes and titles in the NAVEDTRA 131A and what they contain.

(Signature) (Date)

104.2 Describe the pre-, post-, and 5 core stages involved in developing materials following the Personnel Performance Profile (PPP) Based Curriculum development method.

(Signature) (Date)

104.3 List the contents of a Training Project Plan (TPP). (Plan)

(Signature) (Date)

104.4 Define a Personnel Performance Profile.

(Signature) (Date)

104.5 State the most critical element of curriculum development per NAVEDTRA 131, and explain its importance.

(Signature) (Date)

104.6 State and discuss the Training Path System (TPS) outputs. (Stage 1)

(Signature) (Date)

104.7 List and describe the contents of the preliminary training course control document (Pre-TCCD). (Stage 2).

(Signature) (Date)

104.8 List and describe the elements of the Lesson Plan. (Stage 3)

(Signature) (Date)

104.9 State the 6 types of instruction sheets found in the Trainee Guide. (Stage 4)

(Signature) (Date)

104.10 State the Training Objective Statement (TOS) codes for both knowledge and skill.

(Signature) (Date)

104.11 Define the 3 "task sets."

(Signature) (Date)

104.12 State and discuss the type of courses listed in a Training Path Chart (TPC).

(Signature) (Date)

104.13 When should job sheet development begin?

(Signature) (Date)

104.14 Explain how course learning objectives (CLOs) are developed.

(Signature) (Date)

104.15 How are part numbers are determined?

(Signature) (Date)

104.16 List 4 of the 8 ways to sequence a course.

(Signature) (Date)

104.17 Describe what is contained in a Resource Requirements List (RRL)?

(Signature) (Date)

104.18 Describe what is contained in the Final Training Course Control Document (TCCD). (Stage 5)

(Signature) (Date)

104.19 State the annexes included in the final TCCD. (Stage 5)

(Signature) (Date)

MODULE 5 - TRAINING INSTRUCTIONS

The purpose of this module is to ensure Master Training Specialists are well versed in all instructions relating to the conduct, development, revision, reporting, and evaluation of training course curriculum, support materials, documents, and management systems as well as student handling procedures. There is no 300 series for this module, as these instructions support and amplify concepts in modules 1 through 4.

REFERENCES: (Contained in each module sub-section)

105-1 OPNAVINST 1500.2 Series, Contractor Developed Training

105-1.1 What is the purpose and scope of this instruction?

(Signature) (Date)

105-1.2 The term "contractor-developed training" is defined as training for use within the Navy from what 3 sources?

(Signature) (Date)

105-1.3 Initial training usually consists of what parts/phases?

(Signature) (Date)

105-1.4 When will preliminary evaluation take place?

(Signature) (Date)

105-1.5 Final acceptance shall occur when?

(Signature) (Date)

105-1.6 From the Training Activity viewpoint, what is the most important duty that CNET has in dealing with contractor developed training/materials?

(Signature) (Date)

105-2 **CNETINST 1510.1 Series, Navy Integrated Training Resources and Administration System (NITRA II)**

105.2.1 State the purpose of the Catalog of Navy Training Courses (CANTRAC).

(Signature) (Date)

105-2.2 Describe the contents of the Introduction, Volume I and Volume II of the CANTRAC.

(Signature) (Date)

105-2.3 Who is responsible for the timeliness and accuracy of data provided to CANTRAC and how often is CANTRAC updated?

(Signature) (Date)

105-3 **CNETINST 1500.20 Series, Safety Procedures for Conducting Training**

105-3.1 What type of courses are considered "high risk"?

(Signature) (Date)

105-3.2 What section of the instruction list courses that have been designated as "high risk"?

(Signature) (Date)

105-3.3 What is "DOR" and the procedures for conducting one?

(Signature) (Date)

105-3.4 What is "TTO" and the procedures for conducting one?

(Signature) (Date)

105-3.5 What is a Pre-Mishap Plan (PMP) used for and how often must it be reviewed for accuracy of information? Fully exercised?

(Signature) (Date)

105-3.6 How often are Safety Stand-downs required?

(Signature) (Date)

105-5 **CNETINST 5310.4 Series, CNET Shore Manpower Requirements Policy and Procedures**

105-5.1 What is the purpose of the Master Schedule?

(Signature) (Date)

105-5.2 What is the purpose of the Master Schedule Summary?

(Signature) (Date)

105-5.3 What are the CCMM's responsibilities in regards to schedule standardization?

(Signature) (Date)

105-5.4 How many standard technical training hours shall the Master Schedule reflect for the workweek?

(Signature) (Date)

105-5.5 What non-technical training (occurring outside the 40 periods) should be included in the Master Schedule?

(Signature) (Date)

105-5.6 What is the standard classroom student-to-instructor ratio?

(Signature) (Date)

105-5.7 What is a "bottleneck ratio"?

(Signature) (Date)

105-5.8 What does the Master Schedule Summary (MSS list in section "B. SUMMARY"?

(Signature) (Date)

105-5.9 The method used to determine instructor billets is based on what?

(Signature) (Date)

105-5.10 What is the "standard instructor weekly teaching load"?

(Signature) (Date)

105-5.11 What is the average number of instructor monthly teaching/contact periods?

(Signature) (Date)

105-5.12 What are the benefits of instructor cross-utilization?

(Signature) (Date)

105-6 **CNETINST 1550.10 Series, Production, Approval, Implementation and Cancellation of Training Programs and Materials**

105-6.1 What is the purpose of this instruction, and to which commands does it apply?

(Signature) (Date)

105-6.2 State when a Training Project Plan is required.

(Signature) (Date)

105-6.3 What is required in the "justification" section of a project plan?

(Signature) (Date)

105-6.4 State when curricula material will be "archived." (Refer to NAVEDTRA 135)

(Signature) (Date)

105-6.5 Where is "archived material" maintained? (Refer to NAVEDTRA 135)

(Signature) (Date)

105-6.6 How long shall "archived material" be maintained in the repository? (Refer to NAVEDTRA 135)

(Signature) (Date)

105-6.7 Commands seeking approval for training programs not abiding by this instruction shall submit a request for resolution/ approval to whom?

(Signature) (Date)

105-7 **OPNAVINST 3500.34 Series, Personnel Qualification Standards Program**

105-7.1 PQS is a compilation of what items?

(Signature) (Date)

105-7.2 One of NETPDTC's functions in PQS is to publish an annual list of what type of information?

(Signature) (Date)

105-7.3 PQS is designed to do what function?

(Signature) (Date)

105-7.4 In formal training courses where PQS lines may be signed, what procedure is followed to inform a receiving command which line items have been completed and signed?

(Signature) (Date)

105-8 **OPNAVINST 5510.1 Series, Forwarding of Student's Classified School Notes**

105-8.1 What is the general rule for handling classified student notes?

ANS: They shall be collected from the students prior to graduation and not forwarded to receiving commands immediately.

(Signature) (Date)

105-8.2 What is to be done with school notes that are not reusable?

ANS: They will be destroyed.

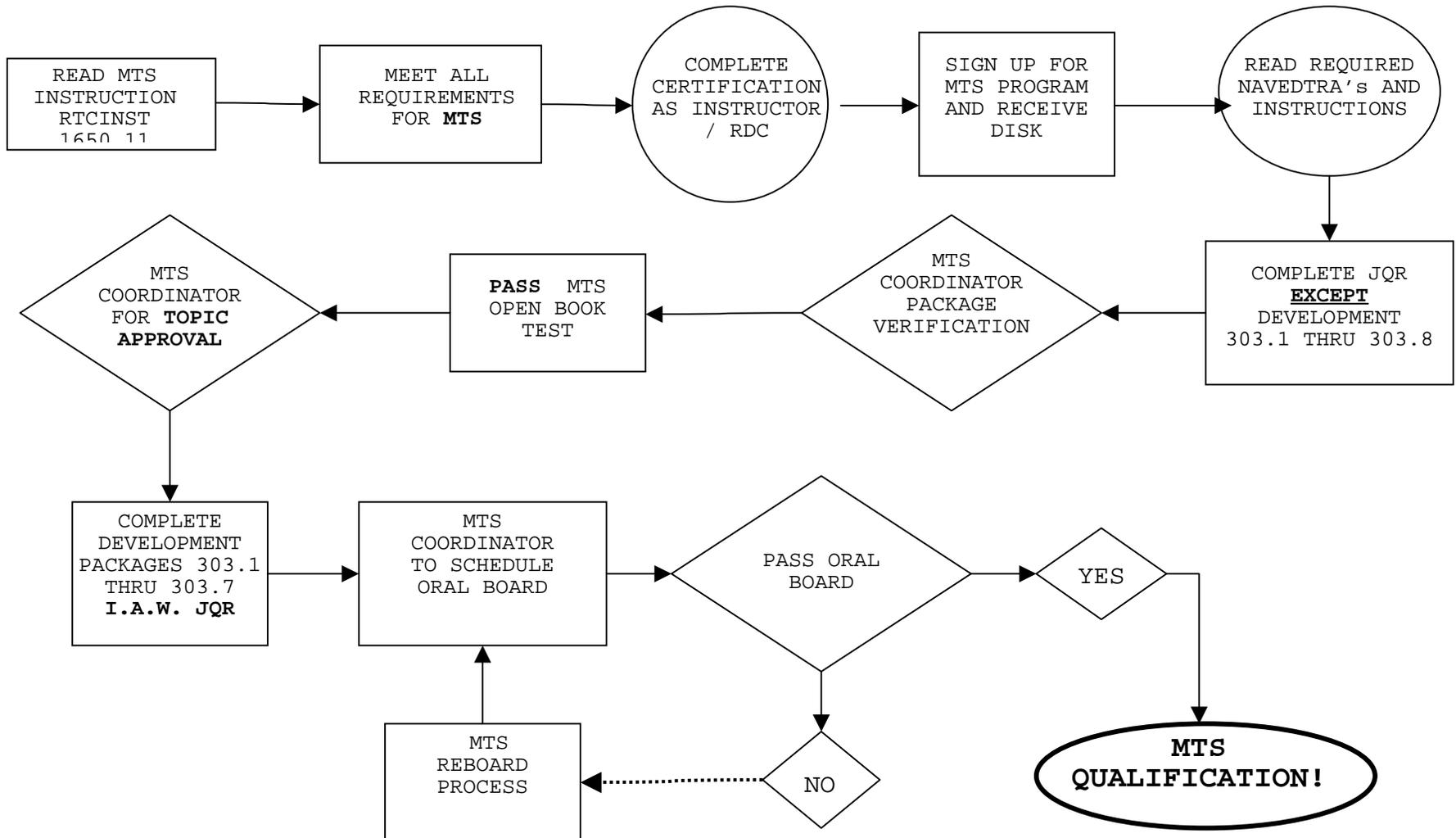
(Signature) (Date)

105-8.3 Are there any exceptions to the "no forwarding" policy

ANS: yes, on a case by case basis, notes may be forwarded to the command, not the individual.

(Signature) (Date)

MTS QUALIFICATION PROCESS FLOW SHEET



**PACKAGE MUST MEET NAVEDTRA 130 FORMAT