



APCO ANS 3.108.2-2018

Core Competencies and Minimum Training Standards for Public Safety Communications Instructor



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Abstract: This standard identifies the core competencies and minimum training requirements for Public Safety Communications Instructors.

Keywords: Communication Training Officer (CTO), training, telecommunicator, dispatcher, communications officer, call- taker, training coordinator, telecommunicator instructor, communications operator, public safety communications, training, 9-1-1, and emergency services.

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Foreword*

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Executive Summary*

This Standard was reviewed and revised by the Standards Development Committee's Public Safety Communications Instructor Revision Writing Group and subsequently the Standards Development Committee to research, review, and update core competencies and minimum training standards for the Public Safety Communications Instructor. This standard, as all APCO standards, is derived from a process that includes high performing individuals who are professionals in the industry and are subject matter experts and possess an extensive understanding of the knowledge, skills and abilities that are incumbent of a Public Safety Training Communications Instructor. The Writing Group, the Standards Development Committee, and the Occupational Analyses panels are made up of groups of working public safety communication professionals from various size agencies and backgrounds. They review and compile the validated analysis data, not only used in the initial development, but also in the revision process of APCO Standards.

The data analyzed is gathered through a process called an Occupational Analysis. The Occupational Analysis process incorporates the use of a focus group in a facilitated storyboard process to capture the observations of high performing incumbent workers regarding the major duties and related tasks included in The Public Safety Communications Instructor Manager occupation. This process has been utilized in the development of all occupational standards and is a very detailed and organized process. The data derived from an initial two (2) day analysis is then supported by up to three (3) validations from areas across the United States. Each and every time an APCO standard is revised, a new Occupational Analysis is completed to revalidate or identify new knowledge, skills, tasks and traits associated with the occupation and also to revalidate or reprioritize in terms of the criticality and frequency for which the tasks, knowledge, skills and traits associated with the occupation should be prioritized.

The Public Safety Communications Instructor (agencies may title this position differently) is a knowledgeable public safety communications professional who facilitates learning through development and preparation for and presentation of subject matter utilizing adult learning principles and on-going assessment to enable the learner to build and maintain skills, enhance proficiency and meet stated objectives.

The intent of this standard is to enhance learning and ensure consistency amongst instructors who play a critical role in providing not only basic training of newly hired Telecommunicators, but who also provide continual education training to veteran professionals within the industry.

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Acronyms and Abbreviations*

For the purposes of this ANS, the following definitions of acronyms apply:

ADA	Americans with Disabilities Act
AED	Automated External Defibrillator
AHJ	Authority Having Jurisdiction
ANS	American National Standard
ANSI	American National Standard Institute
APCO	Association of Public-Safety Communications Officials
CALEA	The Commission on Accreditation for Law Enforcement Agencies, Inc.
CISM	Critical Incident Stress Management
CTO	Public Safety Communications Training Officer
EMD	Emergency Medical Dispatch
EAP	Employee Assistance Program
EMS	Emergency Medical Services
FLSA	Fair Labor Standards Act
FMLA	Family Medical and Leave Act
HIPAA	Health Insurance Portability and Accountability Act of 1996
ICS	Incident Command System
NENA	National Emergency Number Association
NFPA	National Fire Protection Association
NG9-1-1	Next Generation 9-1-1
NIMS	National Incident Management System
NPSBN	Nationwide Public Safety Broadband Network
OSHA	Occupational Health and Safety Administration
PSAP	Public Safety Answering Point

PST	Public Safety Telecommunicator or Telecommunicator
QA/QI	Quality Assurance (QA) and Quality Improvement (QI) Program
SDC	Standards Development Committee
TTY/TDD	Teletypewriters / Telecommunications Device for the Deaf

**The Acronyms and Abbreviations are informative material and not a part of this American National Standard (ANS)*

Chapter 1 Introduction

1.1 Scope

This standard identifies the core competencies and minimum training requirements for Public Safety Communications Center Instructor, herein referred to as Instructor. This position is typically tasked with the delivery of training within the communications center.

1.2 Purpose

The purpose of this standard is to provide a consistent foundation for the knowledge, skills, and abilities needed to fulfill this critical position of Public Safety Communications Instructor. This standard recognizes the need to supplement the training and core competencies identified within this standard with Agency specific information.

1.3 Definitions*

Definitions of terms used throughout this document.

- 1.3.1 **Agency:** The hiring authority, also referred to as the Authority Having Jurisdiction (AHJ). The Agency or body that defines the roles, responsibilities, written directives, and performance standards that direct the activities of the Public Safety Communications Instructor. In multi-discipline centers, the Agency governs the operation providing call taking/dispatch and related services to customer agencies; in single discipline centers, a single Agency may direct these services for one or more departments within a service area. Both have the duty to define training appropriateness, content, format, and continuing education requirements.
- 1.3.2 **The Americans with Disabilities Act Title II (ADA):** A Federal law that requires all Public Safety Answering Points (PSAPs) to provide direct and equal access to emergency telephone services to individuals with disabilities who use Telecommunications Devices for Deaf (TTY/TDDs) and other communication services.
- 1.3.3 **Calls for Service or Request for Service:** A call that results in the provision of a public safety service or response.
- 1.3.4 **Computer-Aided Dispatch (CAD) System:** The principal application used by public safety agencies to manage law enforcement, fire, and EMS incidents from the initial time an incident is reported to the conclusion of the incident. CAD is also used to track the status and location of resources, and for post-incident analysis of the response.¹

¹ http://ijis.org/docs/Unified_CAD_Functional_Requirements_FINAL.pdf

- 1.3.5 **Core Competency:** The unique traits, requisite knowledge, comprehension and application of skills, and situational analysis leading to the appropriate response to the caller, co-worker, other public safety stakeholders², or event(s) consistent with general practices and locally defined parameters.
- 1.3.6 **Demographics:** Characteristics and cultural composition of the service area.
- 1.3.7 **Fair Labor Standards Act (FLSA):** A Federal law, sometimes called the overtime law, that ensures that wages are paid for all hours worked and that all overtime hours, overtime pay and collected unpaid overtime due is paid to wage earners³.
- 1.3.8 **Knowledge:** Fundamental understanding one must have in order to perform a specific task.
- 1.3.9 **Liability:** The condition of being actually or potentially subject to an obligation; condition of being responsible for a possible, or actual loss, penalty, evil expense or burden; condition which creates a duty to perform an act immediately or in the future⁴. Types of liability may include:
- 1.3.9.1 **Negligence:** “Failure to use such care as a reasonably prudent and careful person would use under similar circumstances; it is the doing of some act which a person of ordinary prudence *would not have* done or the failure to do something a person of ordinary prudence *would have* done under similar circumstances”.
- 1.3.9.2 **Negligent Assignment:** Assigning someone to a task or job for which they are not skilled or trained. For example, assigning someone to the position of Instructor who has not been properly trained or allowing an employee to perform a function for which they are not qualified.
- 1.3.9.3 **Negligent Entrustment:** Failure to control dangerous equipment or devices entrusted to an employee or allowing an employee to use a piece of equipment for which they have not been trained.
- 1.3.9.4 **Negligent Retention:** Failure to terminate an employee who is clearly unsuitable for the job.
- 1.3.9.5 **Negligent Supervision:** Failure to coordinate, control, or direct employee conduct that may cause injury. This can include failure to use reasonable care in

² May include, but is not limited to: law enforcement officers, fire fighters, emergency medical technicians, paramedics, emergency management personnel

³ U.S. Department of Labor –Elaws – Fair Labor Standards Act\

⁴ Black's Law Dictionary Sixth Edition

addressing and documenting misconduct.

- 1.3.9.6 **Negligent Training:** Failure to train “resulting in a deprivation of constitutional rights that was substantially certain to result⁵.”
- 1.3.9.7 **Vicarious Liability:** A legal doctrine referring to the imposition of liability on one person for the actionable conduct of another based solely on a relationship between the two persons⁶. For example, the liability of an employer for the acts of an employee.
- 1.3.10 **National Incident Management System/Incident Command System (NIMS/ICS):** An organized method to define roles, responsibilities, and standard operating procedures used to unify multiple disciplines in order to manage emergency operations under one functional organization⁷.
- 1.3.11 **Next Generation 9-1-1 (NG9-1-1):** The evolution of Enhanced 9-1-1 to an all IP-based 9-1-1 telephone system capable of receiving IP-based signaling and media for delivery of emergency calls.
- 1.3.12 **Nationwide Public Safety Broadband Network (NPSBN):** A broadband network designed exclusively for NG9-1-1 and for public safety communications that will place broadband communications into the hands of 9-1-1 telecommunicators and first responders. NG9-1-1 technology will enable PSAPs to utilize broadband data in ways that will transform how the public reaches 9-1-1 and how public safety telecommunicators (PSTs) interact with first responders. Additional information regarding NPSBN can be found by reviewing APCO’s Project 43 Report – Broadband Implications for the PSAP.
- 1.3.13 **Public Safety Answering Point (PSAP):** A facility equipped and staffed to receive emergency and non-emergency calls requesting public safety services via telephone and other communication devices. The FCC further defines a primary PSAP as a facility to which 9-1-1 calls are routed directly from the 9-1-1 Control Office. A secondary PSAP is defined as a facility to which 9-1-1 calls are transferred from a primary PSAP.
- 1.3.14 **Public Safety Communications Center (PSCC):** A public safety entity (which may include a PSAP or be referred to as an Emergency Communications Center or Communications Center) where emergency calls for service or 9-1-1 phone calls culminate, and where calls for service are dispatched to public safety service providers.

⁵ As defined in the Supreme Court Case *City of Canton v. Harris* 489 US 378 (1989)

⁶ Black’s Law Dictionary Sixth Edition

⁷ Homeland Security Presidential Directive (HSPD)- 5

- 1.3.15 **The Public Safety Communications Manager/Director:** One who is responsible for managing and directing all aspects of a public safety communications center, while effectively utilizing leadership skills, resources, and partnerships in order to successfully provide emergency communications services.
- 1.3.16 **Public Safety Technology System Specialists:** One who is responsible for planning, monitoring, maintaining, managing, and/or installing technology systems, including radio systems, computer-aided dispatch (CAD) systems, and associated equipment, to ensure continuity of mission critical operations.
- 1.3.17 **Public Safety Communications Supervisor (Supervisor):** The individual employed by a Public Safety Communications Center to provide leadership and guidance to employees in order to achieve the Agency's mission, values, and vision.
- 1.3.18 **Public Safety Computer-Aided Dispatch Systems Specialist:** One who is responsible for planning, monitoring, maintaining, and managing the computer-aided dispatch system, its applications, interfaces, and related technologies, through the continuous analysis and coordination of support resources to support the mission of the public safety communications center.
- 1.3.19 **Public Safety Communications Training Coordinator:** One who administers the training function through the needs analysis, research, planning, curriculum design, implementation, records management, and evaluation processes to enhance emergency communications.
- 1.3.20 **Public Safety Communications Training Officer (CTO):** One who is responsible for training employees through the delivery of one-on-one and on-the-job training in order to develop professional Public Safety Telecommunicators for the Agency.
- 1.3.21 **Public Safety Communications Instructor:** One who is a knowledgeable public safety communications professional that facilitates learning through development, preparation, and presentation of subject matter utilizing adult learning principles and on-going assessments to enable the learner to build and maintain skills, enhance proficiency, and meet stated objectives.
- 1.3.22 **Public Safety Radio Systems Specialist:** One who is responsible for planning, monitoring, maintaining, managing, and/or installing radio systems and associated equipment to ensure continuity of mission critical systems.

- 1.3.23 **Public Safety Telecommunicator (Telecommunicator):** The individual employed by a public safety Agency as the first of the first responders whose primary responsibility is to receive, process, transmit, and/or dispatch emergency and non-emergency calls for law enforcement, fire, emergency medical, and other public safety services via telephone, radio, and other communication devices.
- 1.3.24 **Quality Assurance (QA):** All actions taken to ensure that standards and procedures are adhered to and that delivered products or services meet performance requirements⁸.
- 1.3.25 **Quality Assurance (QA) and Quality Improvement (QI) Program:** An on-going program providing, at a minimum, random case reviews evaluating call receiving and emergency dispatch performance, feedback of protocol compliance, resulting in commendation, retraining and/or remediation as appropriate; also, includes submission of compliance data to the Agency.
- 1.3.26 **Quality Assurance Process:** A formal assessment process by which actual performance, behavior, and outcomes are compared against established standards to ensure compliance to operational policies and procedures while insuring consistency and accuracy in the delivery of a service.
- 1.3.27 **Quality Improvement Process:** Actions taken to improve or correct areas of concern identified through a Quality Assurance Process.
- 1.3.28 **Shall:** Within the context of this standard, “shall” indicates a mandatory requirement.
- 1.3.29 **Should:** Within the context of this standard, “should” indicates a recommendation.
- 1.3.30 **Trainee:** A public safety communications employee (new or veteran) receiving training under the direction of the Agency.
- 1.3.31 **Written Directives:** A set of Agency specific policies, procedures, rules, regulations, and guidelines.

⁸ Institute for Telecommunications Services, the research and engineering branch of National Telecommunications and Information Administration a part of the US Dept. of Commerce.

Chapter 2 Agency Responsibilities

2.1 Scope

While the majority of this standard addresses the training of the Public Safety Communications Instructor, this chapter outlines the Agency's responsibilities for providing training to both new and veteran Instructors.

2.2 General Agency Responsibilities

- 2.2.1 The Agency shall establish no less than these minimum training requirements while complying with all local, state, federal, and tribal laws⁹.
- 2.2.2 The Agency shall define the baseline qualifications in addition to requisite cognitive, affective, and psychomotor skills needed to achieve compliance.
- 2.2.3 The Agency shall provide the Instructor with information, in both verbal and written formats, during an initial orientation including, but not limited to:
 - 2.2.3.1 Disciplinary processes,
 - 2.2.3.2 Grievance processes,
 - 2.2.3.3 Location of first-aid supplies including Automated External Defibrillator (AED) if available,
 - 2.2.3.4 Location of facilities,
 - 2.2.3.5 Time keeping procedures, and
 - 2.2.3.6 Work hours.
- 2.2.4 The Agency shall provide the Instructor with information regarding response Agency resources¹⁰, including but not limited to, the location of public safety service buildings¹¹, apparatus and equipment, and emergency response planning documents.
- 2.2.5 The Agency shall provide the Instructor with expectations regarding customer service, personal conduct and behavior, courtroom demeanor, and ethical rules. If they exist, the Agency shall provide the Instructor with a written copy of the Agency's adopted principles (e.g., mission statement, core values, vision statement, etc.).

⁹ To include, but not limited to: the ADA, Fair Labor Standards Act, and Equal Employment Opportunity laws.

¹⁰ SWAT, K9, Dive, Search and Rescue, Fire Apparatus, HAZMAT and other specialized responses and assets.

¹¹ Refers to fire stations, precincts, beats, landing zones, response plans, and/or hospitals

2.2.6 The Agency shall provide the Instructor with information regarding access to and participation in programs such as:

- 2.2.6.1 Critical Incident Stress Management (CISM),
- 2.2.6.2 Employee Assistance Program (EAP),
- 2.2.6.3 Health and Wellness programs,
- 2.2.6.4 Safety/Risk Management programs, and
- 2.2.6.5 Stress Management techniques.

2.2.7 The Agency shall provide the Instructor with access to appropriate state and federal regulations and labor practices, including, but not limited to:

- 2.2.7.1 Americans with Disabilities Act (ADA),
- 2.2.7.2 Fair Labor Standards Act (FLSA),
- 2.2.7.3 Family Medical and Leave Act (FMLA),
- 2.2.7.4 Health Insurance Portability and Accountability Act (HIPAA),
- 2.2.7.5 Occupational Health and Safety Administration (OSHA), and
- 2.2.7.6 Labor agreements, as applicable.

2.3 The Agency shall define the job description and performance expectations of the Instructor.

2.3.1 The Agency shall clearly articulate the roles and responsibilities of the position within a defined job description.

2.3.2 The Agency shall provide for and support the position-specific training and ongoing professional development of the Instructor.


2.3.2.1 The Agency shall provide an explanation of performance benchmarks and a timeline of expectations, to meet Agency performance standards and any necessary certifications or licenses.

2.3.2.2 The Agency shall have an established mechanism by which the job performance of the Instructor is regularly reviewed and evaluated based upon accepted quality assurance practices or standards.

2.3.2.3 The Agency shall provide a method for evaluation of the Instructor and training material to ensure adequate performance of Instructor.

2.3.2.4 The Agency shall ensure performance objectives are met by the Instructor.

2.3.2.5 The Agency shall provide regular opportunities for the Instructor to provide and receive feedback during a review of the individual's job performance.



2.3.2.6 The Agency shall provide a mechanism during the performance review wherein the Instructor can identify goals and objectives to be accomplished in the course of employment.

2.3.3 The Agency shall inform the Instructor of types of actions that could be considered cause for disciplinary action including loss of certification, license, or employment.

2.3.3.1 The Agency shall document and address unacceptable performance with the Instructor in a timely manner.

2.3.3.2 The Agency shall ensure a fair and consistent application of the disciplinary processes associated with performance.

2.3.4 The Agency shall provide applicable training and continuing education opportunities for the Instructor in areas identified within the job description, performance expectations, and in the knowledge and skills areas identified below in Chapter 4, General Knowledge and Skills.

2.3.5 The Agency shall provide the Instructor with the information on how and to whom they may address training issues and concerns.

2.3.6 The Agency shall maintain a complete training record for the Instructor according to applicable record retention guidelines.

2.4 The Agency shall keep all written directives up to date and shall provide the most current written directives to the Instructor.

2.5 The Agency shall encourage and support professional development of the Instructor through the identification and provision of networking and training opportunities.

2.6 The Agency should, when possible, subscribe to professional publications and make those publications available to its employees.

2.7 The Agency shall make readily available documents that identify regulations, recommendations, or mandates within the public safety communications industry (i.e. APCO Standards, National Response Framework, OSHA¹², etc.).

2.8 The Agency shall make readily available its written directives, guidelines, or policies regarding the operation of and security of the Agency's Information Technology Systems, including, but not limited to, CAD, E9-1-1, NG9-1-1, and NPSBN.

¹² Occupational Safety and Health Administration

- 2.9** The Agency shall provide the Instructor with basic level training regarding the Agency’s use of and security of the Agency’s Information Technology Systems, including but not limited to, CAD, E9-1-1, and NG9-1-1 Systems, and NPSBN technologies used to transmit and receive public safety information or communications.

Chapter 3 Organizational Integrity

3.1 Scope

This chapter discusses the issues related to organizational integrity. Topics include the mission and values of the profession in general and the Agency specifically, as well as the scope of the Instructor’s authority, confidentiality, and liability.

- 3.2** The Instructor shall demonstrate an understanding of the Agency’s mission, values, and vision.
- 3.3** The Instructor shall comply with the Agency’s expectations of professional conduct.
- 3.4** The Instructor shall demonstrate a comprehensive knowledge of the duties and essential functions of the position.
- 3.5** The Instructor shall act within their scope of authority as defined by the Agency.
- 3.6** The Instructor shall demonstrate proper application of the Agency’s written directives.
- 3.7** The Instructor shall demonstrate an ability to work within the Agency’s Chain of Command.
- 3.8** The Instructor shall adhere to applicable local, state, federal, or tribal statutes and codes as appropriate.
- 3.9** The Instructor shall comply with mandatory professional requirements as identified by the Agency¹³.
- 3.10** The Instructor shall demonstrate comprehension and application of the Agency’s policies regarding ethical behavior.
- 3.11** The Instructor shall demonstrate comprehension and application of the Agency’s written directives, guidelines, or policies regarding the security of the Agency’s Information Technology Systems, including but not limited to, CAD, E9-1-1, NG9-1-1 Systems and NPSBN technologies. Such information shall include, but is not limited to:

¹³ Applies to information regarding state certifications, standards, etc
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- 3.11.1 Basic understanding of operations and use of Information Technology systems, including, but not limited to CAD, E9-1-1, and NG9-1-1 Systems,
- 3.11.2 Use of NPSBN technologies to transmit and receive public safety information or communications, and
- 3.11.3 Basic level of understanding of cybersecurity awareness and hygiene for all of the Agency's Information Technology systems.

3.12 The Instructor shall demonstrate comprehension and application of the Agency's confidentiality policies and rules regarding the discussion or release of information acquired in the workplace to the public, the media, or others. Such information should include, but is not limited to:

- 3.12.1 Data systems accessible through local, state, or federal networks,
- 3.12.2 Information contained in calls for service or gained through the 9-1-1, E9-1-1, NG9-1-1 Systems or CAD Systems, to include ANI, ALI, IP Based information, multi-media data, and other demographic information related to the caller, or other sensitive public safety information or communications,
- 3.12.3 Records Management Systems, and
- 3.12.4 System security¹⁴.

3.13 The Instructor shall demonstrate comprehension of the liabilities specific to training issues that are related to overall Agency operations. This should include, but is not limited to:

- 3.13.1 Negligence,
- 3.13.2 Negligent assignment,
- 3.13.3 Negligent entrustment,
- 3.13.4 Negligent retention,
- 3.13.5 Negligent supervision,
- 3.13.6 Negligent training, and
- 3.13.7 Vicarious liability.

3.14 The Instructor shall ensure the accurate reporting and documentation of records for which they are responsible.

3.15 The Instructor shall foster and create effective working relationships with all personnel within the organization and with individuals and organizations external to the Agency.

3.16 The Instructor shall encourage and support the highest quality of workplace team interaction and behavior.

¹⁴ May include network keys, encryption keys, source codes, etc

- 3.17** The Instructor shall demonstrate fiscal responsibility, and work within the specified parameters as directed by the Agency.
- 3.18** The Instructor shall demonstrate comprehension and application of diversity awareness principles and an active commitment to ensure equality, in accordance with Agency written directives.

Chapter 4 General Knowledge and Skills

4.1 Scope

This chapter provides an overview of the general knowledge and skills that are common among high- performing incumbent Instructors.

- 4.2** The Instructor should be cognizant of all relevant standards and regulations governing public safety communications. (e.g. APCO, the Federal Aviation Administration (FAA), Federal Communications Commission (FCC), National Emergency Number Association (NENA), National Fire Protection Association (NFPA), Occupational Safety and Health Administration (OSHA), and The Commission on Accreditation for Law Enforcement Agencies (CALEA).

4.3 General Knowledge of the Instructor

The following general areas of knowledge have been identified, through an Occupational Analysis for the Instructor. The Agency shall require the Instructor to demonstrate proficiency in at least the following areas:

- 4.3.1 Adult learning principles,
- 4.3.2 Subject matter,
- 4.3.3 Instructional methods,
- 4.3.4 Learning styles,
- 4.3.5 Student centered learning,
- 4.3.6 Self-Awareness,
- 4.3.7 Role of the classroom instructor,
- 4.3.8 Classroom management techniques,
- 4.3.9 Industry trends and standards,
- 4.3.10 Applicable directives (regulations),
- 4.3.11 Audience diversity,
- 4.3.12 Resources,
- 4.3.13 Learning objectives,
- 4.3.14 Classroom equipment,
- 4.3.15 Agency expectations,
- 4.3.16 Knowledge of audience, and
- 4.3.17 Expectations of the course

4.4 General Skills of the Instructor

High-performing incumbent Instructors have been identified as demonstrating the following skills and abilities:

- 4.4.1 Facilitation,
- 4.4.2 Lesson plan development,
- 4.4.3 Time management,
- 4.4.4 Public speaking,
- 4.4.5 Adaptability
- 4.4.6 Presentation,
- 4.4.7 Improvisation,
- 4.4.8 Communications (written, verbal, non-verbal),
- 4.4.9 Supervisory,
- 4.4.10 Research,
- 4.4.11 Project management,
- 4.4.12 Organization,
- 4.4.13 Interpersonal,
- 4.4.14 Classroom Management
- 4.4.15 Multi-tasking,
- 4.4.16 Critical thinking,
- 4.4.17 Leadership,
- 4.4.18 Observation,
- 4.4.19 Computer Skills,
- 4.4.20 Conflict resolution,
- 4.4.21 Use of media,
- 4.4.22 Use of technology,
- 4.4.23 Active listening,
- 4.4.24 Coaching,
- 4.4.25 Decision-making,
- 4.4.26 Stress control,
- 4.4.27 Self-improvement,
- 4.4.28 Trouble shooting and,
- 4.4.29 Problem solving

Chapter 5 Tools, Equipment, and Technology

5.1 Scope

This chapter addresses the need for all Public Safety Communications Instructors to demonstrate proficiency on all tools, equipment, and technology they may be expected to operate within the normal execution of their duties and under emergency conditions.

5.2 The Instructor shall demonstrate the ability to access administrator functions for all tools, equipment, and technology as designated by the Agency.

5.3 The Instructor shall demonstrate the ability to maintain awareness of emerging technologies to include, but is not limited to, NG9-1-1 Systems and NPSBN technologies pursuant to Agency directives and guidelines.

Chapter 6 Professional Competence

6.1 Scope

This chapter identifies those components within Public Safety Communications that are critical for enhancing the professional competence of all Public Safety Communications Instructors (both new and veteran workers). These components have been identified, during the occupational analysis process, as being necessary for developing, maintaining, and enhancing the knowledge and skills of the Public Safety Communications Instructor. While the Agency has some responsibility for supporting and facilitating the development of the Instructor's professional competence, this chapter places primary accountability on the individual Instructor.

6.2 The Instructor shall complete and maintain mandated training and certifications.

6.3 The Instructor shall take responsibility for their own professional career development by actively seeking opportunities to enhance their job knowledge and skills:

6.3.1 The Instructor shall, on a regular basis, conduct a self-assessment review and identify Instructor's personal strengths and weaknesses.

6.3.2 The Instructor shall identify professional goals and qualifications that can be supported by the Agency.

6.3.3 The Instructor shall take advantage of career development opportunities to improve Instructor's learning base.

6.3.4 The Instructor should take advantage of opportunities to network both within the public safety community and within the community in which they serve.

The Instructor should review professional publications and resources to enhance professional competence and remain current on trends within the profession.

- 6.4** The Instructor shall comply with department, local, state, federal, or tribal regulations.
- 6.5** The Instructor shall demonstrate the ability to meet and/or exceed performance standards set by the Agency.
 - 6.5.1 The Instructor shall demonstrate competency in the applicable skills detailed in Chapter 4, section 4.4, General Skills of the Instructor.
 - 6.5.2 The Instructor shall actively seek and be receptive to feedback and review of their performance, both inclusive of and apart from the Agency's established quality assurance and quality improvement processes.
- 6.6** The Instructor shall demonstrate effective team concepts, including being an effective team member, as well as developing and managing effective teams, as required by the agency.
- 6.7** The Instructor shall demonstrate the ability to communicate with superiors, peers, and subordinates in a positive and constructive manner.
- 6.8** The Instructor shall demonstrate the ability to operate within all applicable written directives and plans regarding operations established by and for the Agency.
 - 6.8.1 The Instructor shall remain current and informed of all Agency written directives relevant to public safety.
 - 6.8.2 The Instructor shall demonstrate the appropriate application of the Agency's written directives.
 - 6.8.3 The Instructor shall recommend updates to the Agency's written directives, as appropriate.

Chapter 7 Instructor Training Requirements

7.1 Scope

This chapter addresses the training requirements for the position of Public Safety Communications Center Instructor. Training shall ensure that the Instructor can demonstrate the level of proficiency to effectively prepare for and deliver training as well as develop course content.

- 7.2** The Instructor shall be provided training in the knowledge and skills areas identified in Chapter 4, General Knowledge and Skills. The Instructor shall demonstrate the ability to adequately prepare training and develop course content by:

- 7.2.1 Identifying Course Objectives
- 7.2.2 Conducting a training needs assessment,
- 7.2.3 Identifying target audience
- 7.2.4 Identifying instruction methods and include adult learning principles,
- 7.2.5 Choosing instructional methods,
- 7.2.6 Researching course content
- 7.2.7 Developing lesson plans, or update existing lesson plans
- 7.2.8 Conducting instructional needs assessment in accordance with Agency procedures;
- 7.2.9 Coordinating with applicable personnel
- 7.2.10 Creating course agenda,
- 7.2.11 Preparing learning materials,
- 7.2.12 Providing relevant policies and procedures,
- 7.2.13 Reviewing course materials,
- 7.2.14 Providing an environment conducive to learning,
- 7.2.15 Creating a testing component and,

7.3 The Instructor shall demonstrate the ability to effectively deliver training by:

- 7.3.1 Managing the environment to include room layout, utilization and testing of technology, and ADA accessibility requirements,
- 7.3.2 Incorporate multiple educational methods (video, role-playing, etc.),
- 7.3.3 Applying adult learning principals,
- 7.3.4 Managing the learning environment
- 7.3.5 Incorporating multiple educational methods (video, role-playing, etc.),
- 7.3.6 Documenting noteworthy events,
- 7.3.7 Managing the course schedule,
- 7.3.8 Monitoring and assessing learner progress and needs,
- 7.3.9 Identifying and changing instruction methodologies based on needs of the class and Agency
- 7.3.10 Providing immediate feedback,
- 7.3.11 Measuring student learning,
- 7.3.12 Conducting course evaluations based on the needs of the agency
- 7.3.13 Implementing changes to course material based on feedback from class/student
- 7.3.14 Documenting noteworthy events

7.4 The Instructor shall demonstrate the ability to complete administrative duties by submitting training rosters and training records following Agency procedures.

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