



ASQ Learning Institute

Instructor Validation Process

Special Thanks to: Information will be added

ASQ Learning Institute

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Introduction

A driving force behind the development of an ASQ society-wide Instructor Validation Process was a problem category identified by the original Education and Training Initiative (ETI) think tank in 2005. The concern was the lack of consistency in instructor validation/competencies throughout the Society.

The result of a solution brainstorming exercise in October, 2006 produced the following list:

- Determine method for validating/qualifying instructors
- Develop instructor validation/qualification criteria or certification program
- Pilot instructor validation/qualification criteria with participating sections and divisions.
- Implement an effective delivery system through qualified instructors- ex. ASQ to certify deliverers.

As work progressed on designing the new education and training system, this solution category was elevated to high priority status by team members representing all ASQ constituencies.

Goal and Objectives

To provide ASQ with a research-based global model for instructor validation/qualification that will enhance the skills of instructors, develop standards and evaluation criteria for Instruction/Facilitation, and be adopted Society wide. This would be accomplished by the following objectives:

1. To structure a project team that will involve discussion, research, and dissemination of best practice methods and recommended strategies in instructor validation/qualification.
2. To develop guidelines or policy recommendations for instructor validation/qualification.
3. To provide a process and procedures that will measure, manage, and sustain the guidelines/criteria for instructor performance Society wide.

Development of the Instructor Validation Process

The member units indicated a strong desire for the development and delivery of educational materials to enhance the growth of the quality professional. For the past few years, the society has been working toward the achievement of that objective. Research has indicated that this must include course and instructor assessments that are accompanied with continuous improvement techniques that are planned to achieve ever better courses.

Instructors are directly involved in the delivery of quality education and training to adult learners. To assess the impact of these educational and training services, an agreed upon process and skills that define quality instruction is necessary.

Although some member units have developed such a process, the Society lacked a set of consistent instructor competencies, which were standardized and verified. Such competencies would enable member units and adult educators to reflect upon programs, instruction, and professional development in order to identify areas of strengths and weaknesses, and to plan for program and instructional improvement.

The instructor competencies, developed under the ASQ Learning Institute Instructor Validation Process, are designed for use by member units and a variety of adult education stakeholders to enhance instructor performance and improve program quality.

One of the major goals is to provide ASQ with a Society wide model for competencies that can be supported by research and is sustainable. The instructor competencies were developed using a field-based research approach that included literature reviews, a series of surveys, focus groups, and reviews by experts in the field. The constituencies that were researched include Member Units, archived ASQ Education and Training Board (ETB) information, Industry (Corporate/Government), Academia, Accreditation/Standards, and other Professional Associations and Societies.

Outcome/Success Criteria

The outcome/success criteria for the Instructor Validation Process are to:

- Increase the quality of instruction for ASQ learning events
- Increase customer satisfaction in learning events measured by levels of learning (Kirkpatrick Model)
- Increase instructor availability based on MU needs:
 - Geographic Location

- Topic Area
- Instructor Fee
- Increase member unit engagement in ASQ Learning Institute events
- Increase instructor satisfaction (loyalty)
- Increase number of learning event participants

Directions and Guidelines

Thank you for participating in **pilot** of the Instructor Validation Process. We ask that you select between **two to five instructor** candidates (existing or new) that you use in the Member Units. The objective is to run the process through beginning to end and get feedback from you. The ideal scenario is to have the opportunity to observe an instructor candidate actually teaching but this is not necessarily required.

The Instructor Validation Packet contains the necessary tools that will assist you in launching the pilot in your selected Member Units and consist of the following Instructor Validation documents:

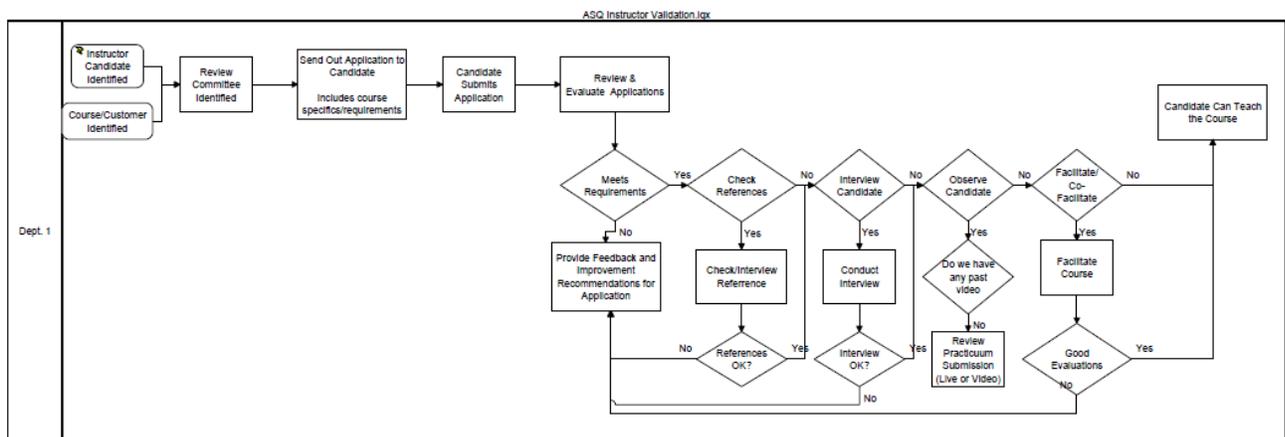
1. Instructor Validation Packet
2. Application Template and Sample
3. Instructor Validation Checklist Template
4. Pilot Survey Template

The process allows for the flexibility and adaptability of using the templates based on the diverse courses taught in the Society. It all begins by the MU identifying the **desired course** and the **application process**. Outline below are the step by step directions that are aligned to the instructor Validation Process Map:

1. Any ASQ member with teaching and practical experience can be an ASQ instructor candidate.
2. Each Member Unit (MU) offering courses and participating in the instructor validation process needs to have a review committee or team in place before accepting instructor candidates (minimum of 1). This Review Committee (RC) can consist of the Education Chair, the Section Chair, and another Member(s) of the Leadership Team or other Members, or as desired by the MU.

- a. A caution is not to make the team too large. Three members should be sufficient. An Instructor Validation Team (IVT) should designate a Team Lead.
3. The instructor validation packet (containing the templates) will be sent to each piloting MU for the August 30 training session. MUs also need to provide course specifications and requirements to their instructor candidates to align with the course(s) the instructor is applying to teach.
4. All interested instructor candidates are to obtain a copy of the application, review the specifications, and submit a written application to the Education chair or designee. The Instructor Candidate Application should contain:
 - a. A copy of their resume that clearly documents your professional experience as it relates to the instructor position requested, as well as your teaching experience.
 - b. Prospective instructors should submit names of references or evaluations to attest to their competence as instructors.
 - c. Copies of completion of the course requirements in question; e.g., certificate of completion, in the case of certification courses or transcripts as well as evidence of certification. In the case of non-certificated courses, a demonstrated knowledge of the course subject.
 - d. Short instructor bio suitable for publishing by the Member Unit.
5. The education chair (or designee) convenes the review committee (RC) and evaluate applications – either on a regular basis or on demand, depending on what best serves the needs of the MU.
 - a. Use the application with the Instructor Validation Checklist (PART I – INSTRUCTOR PRE-SCREENING CHECKLIST)
6. If the application meets the Instructor Validation requirements, the RC may check the candidate’s references.
 - a. If the references are satisfactory, the IVT may choose to interview the candidate (via phone or in-person).
7. If the interview is acceptable, the IVT may observe the candidate conducting a class, using the Instructor Validation Checklist (PART II – INSTRUCTOR OBSERVATION CHECKLIST)
 - a. If the IVT is unable to observe the candidate but wants to see them in action, they may request to see a video.

8. If the IVT determines that the candidate's performance in steps 5-7 is satisfactory, they may proceed to facilitate or co-facilitate the course.
9. At any step 5-7, the IVT may determine that the candidate does not meet the MU's needs. The IVT will then provide feedback and improvement recommendations for re-application in the Instructor Validation Checklist (PART III – INSTRUCTOR SUMMARY). The candidate is welcome to make the suggested improvements and reapply.
10. The IVT may decide that no reference check, interview, or observation is needed, and the candidate may proceed to course facilitation or co-facilitation.
11. The IVT will examine student evaluations after the instructor candidate has facilitated or co-facilitated a course. If they are at the desired level, the candidate will be considered a validated instructor for that specific course.
12. For purposes of the pilot, the IVT must complete an IVP survey form and return it to the attention of Susan Westergard swestergard@asq.org.



Templates and Forms

The templates and forms are found as attached documents along with this packet.

References and Resources

References and resources will be added to the document as we compile the feedback from this pilot and prepare to introduce the IVP to the Society January/2011.

Special thanks will be added