

KSAPC Statements

Knowledge of:

K1.	Advanced knowledge of adult learning principles in order to design and review comprehensive training curricula.
K2.	Advanced knowledge of the most current trends in training methodologies and delivery techniques (e.g., classroom, webinar, distance learning, video conferencing, blended, m-learning, etc.) to ensure the best method of information transfer.
K3.	Advanced knowledge of evaluation techniques and their application (e.g., post training, Kirkpatrick, six months or one year follow-up, etc.) to determine and improve upon the effectiveness of training curriculum.
K4.	Advanced knowledge of criterion reference measurement strategies and appropriate variables to gauge learner competency.
K5.	Advanced knowledge of training needs assessment methodologies to forecast future departmental training requirements.
K6.	Comprehensive knowledge of applicable, federal, state, and departmental laws, rules, regulations, policies, and procedures to comply with mandates.
K7.	Advanced knowledge of instructional systems' design methodology to consult, produce, review, recommend, and defend training on behalf of the department.
K8.	Advanced knowledge of instructional design technology applications to ensure the most appropriate programs are utilized for the development of technology based curriculum.
K9.	Comprehensive knowledge of courseware development and appropriate program management tools to construct learning components from concept to implementation, utilizing a variety of tools (Flash, Fireworks, JAVA script, HTML, programming languages, graphic programs, etc.).
K10.	Advanced knowledge of translating concepts visually in the instructional design process by conveying content through images in order to engage the learner.
K11.	Advanced knowledge of facilitating distance learning methodologies through webinars, video conferencing, and discussion boards, etc. for the delivery of training to remote locations.
K12.	Comprehensive knowledge of operating camera/video equipment to produce instructional media.
K13.	Advanced knowledge of instructor-led training versus e-learning for the purpose of delivering training, given the needs of the audience.
K14.	Advanced knowledge of rapid e-learning software (e.g., Articulate Studio, Adobe E-Learning Suite, Lectora, etc.) to develop curriculum for the Department.
K15.	Advanced knowledge of effective communication techniques to develop quality training-related documents and presentations.

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Ability to:

A1.	Evaluate instructional objectives and course content, in order to align with instructional methodologies to maximize mastery of subject matter and/or skill development by students.
A2.	Assess training objectives to ensure identified training needs are met.
A3.	Design effective instruction, including course content, incorporating adult learning principles, measuring techniques, advanced technology and multimedia systems to meet training needs.
A4.	Design presentation materials and visual aids to meet training needs.
A5.	Use computer authoring systems to develop courseware for a variety of subjects.
A6.	Use programming languages to develop interactive learning components for a variety of subjects.
A7.	Evaluate a variety of software in order to select the most suitable applications for specific instructional projects.
A8.	Develop and maintain working relationships with others in order to promote collaborative relationships.
A9.	Communicate the concepts of instructional design methodology such as needs assessment, adult learning principles, advanced technology training applications, criterion measurement techniques, and instructional design concepts, to various management levels to ensure understanding of training development process.
A10.	Work independently or as a team member with diverse groups to achieve goals and objectives.
A11.	Interpret complex technical information, laws, rules, standards, and procedures to ensure departmental compliance.
A12.	Communicate effectively verbally and in writing in all levels of staff and management to establish good working relationships.
A13.	Serve as lead person over various instructional development projects to ensure effective implementation.
A14.	Use computer applications to design and edit graphics to enhance instructional materials.
A15.	Consult with subject matter experts to assess training needs and develop instructional content.
A16.	Write effective learning objectives and criterion measurements to set expectations and measure knowledge transfer.
A17.	Create concepts to design learning experiences that engage and motivate the learner.
A18.	Prepare written correspondence to Department staff and/or outside agencies to address a variety of topics.
A19.	Multi-task and prioritize workload to meet goals and objectives.

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Ability to:

A20.	Facilitate workshops and meetings to accomplish training goals and objectives.
A21.	Convert instructor-led training into the e-learning environment for the purpose of delivering training for a variety of audiences and learning needs.
A22.	Develop curriculum for the Department using rapid e-learning software (e.g., Articulate Studio, Adobe E-Learning Suite, Lectora, etc.).
A23.	Create visual concepts in the instructional design process for conveying content through images in order to engage the learner.
A24.	Produce (e.g., setup, troubleshooting, test equipment, facilitate, etc.) distance learning through webinars, video conferencing, and discussion boards, etc., for delivering training to remote locations.
A25.	Manage complex projects from concept to completion to ensure efficiencies and effectiveness of project goals.
A26.	Identify training needs and organize training programs for instructional design staff to elevate knowledge of learning theory and master technical skills.
A27.	Facilitate role of advisor/liaison between management and line staff to ensure quality lesson plans that comply with department and CPOST standards, to communicate instructional design principles and adult learning theory, and to provide recommendation for future learning initiatives.