Department of the Air Force Training Course

Student Name: _____

Course Date: _____

Instructor:

Course Number: DAFTC 3F2X1 001 - PDS Code: 9AA

The purpose of this Interactive Studnet Handbook (ISH) is to provide students with tools, examples and references to best prepare new trainers, certifiers, and supervisors for stepping into a training environment with all the tools provided by the Air Force Training Course. This handbook will stand as a guide to assist with all future training questions that arise after the completion of the Air Force Training Course.

CHAPTER 1: COURSE ORIENTATION
Welcome! Let's Get Started

3

Icons Used in This Book

Whenever you see this icon, there is an interactive element to the handbook. Feel free to click on it! w

Course Intent:

To provide you with DAF training requirements and information to facilitate and implement training programs.

What this course does not do, is teach you everything you need to be an instructor; for a more in-depth study on how to train / instruct, we suggest attending courses such as Principles of Instruction (POI) or Analize, Design, Develop, Implement, and Evaluate (ADDIE).
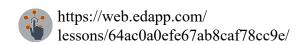
It takes training, time, and experience to truly master training/instructing. "This is only the hors d'voure of the dinner. It just gives you a taste."

What would you like to gain from this course?

*"**Connect** with your trainee(s), **Commit** to the process, **Excel** in your training"*

Parking Lot Rules

We love and encourage questions! Throughout this course, please write down all questions on the sticky notes/ note cards provided and paste them on the Parking Lot Board located at the front of the classroom. All questions will be answered at the end of each unit.

This method can also be used in future trainings that you lead! It is a simple way to help students organize questions and make sure the trainer answers all questions with enough time for lengthy answers.

https://web.edapp.com/
lessons/64ac0a0efe67ab8caf78cc9e/

Goal: Without reference, be able to identify trainings programs, policies and general OJT Program responsibilities with no more than one instructor assist during the interactive progress activity.

Reference: DAFMAN 36-2689, *Training Program*
(*https://static.e-publishing.af.mil/production/1/af_a1/publication/dafman36-2689/dafman36-2689.pdf*)
Reference: CFETP for any AFSC – Search 'cfetpAFSC' using e-PUBS
(*https://www.e-publishing.af.mil/*)

The purpose is to prepare Airmen and Guardians to meet mission requirements by using DAF Continuum of Learning (COL) which synchronizes development and can be found in your CFETP located on e-pubs.
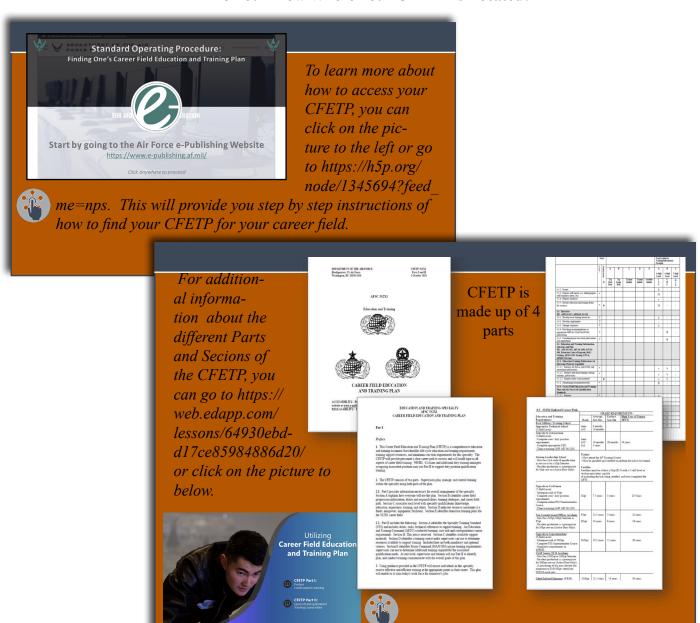
STUDENT NOTES:

Career Field Education Training Plan (CFETP)

The CFETP is written and managed by your Career Feild Manager. Supervisors use the CFETP to plan, prioritize, manage, and execute training within the career field. CFETPs are used to identify and certify all past and current qualifications.

Do You Know Where Your CFETP Is Located?

To learn more about how to access your CFETP, you can click on the picture to the left or go to https://h5p.org/ node/1345694?feed_ me=nps. This will provide you step by step instructions of how to find your CFETP for your career field.

For additional information about the different Parts and Secions of the CFETP, you can go to https:// web.edapp.com/ lessons/64930ebd- d17ce85984886d20/ or click on the picture to below.

CFETP is made up of 4 parts

Training Model

Career Fields are adapting different models in order to modernize the training approach to support the Whole Airman Concept. There are two different training models that are dictated by the AFSC: Proficiency Level Based and Competency Based Training.

Located in your CFETP
Your AFSC will dictate which model you will use to train members

* Both have a Specialty Training Standards (STS) and have formal qualitative training requirements
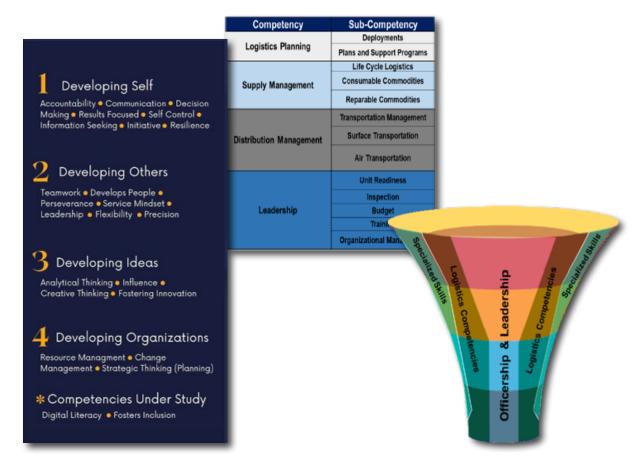
Proficiency Based:

AFSCs using the Proficiency Level approach can find the Proficiency Code Key located in the Career Field Education and Training Plans (CFETP) Part II (example below). Tasks are trained and qualified to the "Go" level. "Go" means the individual can perform the task without assistance and meets local demands for accuracy, timeliness, and correct use of procedures ("Go" level equates to 3c in the specialty training standard

Competency Based:

AFSCs using Competency approach can find specific AFSC direction located in the CFETP Part I and II. The occupational competency models will vary for each career field. This approach will provide greater objectivity in Airmen professional development. To investigate the guidence more: *Guidance, AFH36-2647 COMPETENCY MODELING, DAFPD, 36-26 TOTAL FORCE DEVELOPMENT AND MANAGEMENT*

Can You Fill In The Blank?

Commander: _____

- Responsible for ensuring Training Program is established and executed.

Unit Training Manager: _____

- Responsible for overall management of Training Program.

Supervisor: _____

- Responsible for oversight of subordinate members training.

Trainer (if applicable): _____

- Responsible for planning, conducting and evaluating training.

Task Certifier (if applicable): _____

- Responsible for planning, conducting and evaluating training.

Trainee: _____

- This can be both you and your troop! Responsible for ensuring they seek out training opportunities and advocate for themselves.

1. **Job Knowledge**: Satisfied through Career Development Course (CDC), Distance Learning Course (DLC) or applicable job references

2. **Job Proficiency:** Hands on training and on-the-job (OJT) training.

3. **Job Experience:** Gained during and after upgrade to build confidence and competence.

STUDENT NOTES: _____

REFERENCE: DAFMAN 36-2100 (https://www.e-publishing.af.mil/Product-Index/#/?view=search&keyword=AFMAN36-2100&isObsolete=false&modID=449&tabID=131)

DAFECD: (https://myfss.us.af.mil/USAFCommunity/s/knowledge-detail?pid=kA0t0000000wlDpCAI)

DAFOCD: (https://myfss.us.af.mil/USAFCommunity/s/knowledge-detail?pid=kA0t0000000wlCzCAI)

Upgrade Training (UGT)
Key to the total training program. The UGT program awards the next applicable skill level which is reflected in the 4th digit of the AFSC/SFSC (3F2**7**1). All skill levels are also correlated with a Training Status Code (TSC). See the figure above for the breakdown of TSC's in correlation with skill levels.

Retraining Program
Another part of Total Force Training is the Retraining Program. This program is designed to balance numbers across the AFSC's, grades and groups through the whole Department of the Air Force. Retraining also creates a continuous cycle of training. A key note about the Retraining program is that total OJT time is effected – to provided an example:

> SSgt Snuffy is a 3P071, Security Forces Defender and retrains into 3F2X1, Education and Training. SSgt Snuffy, upon completion of technical school for 3F2X1, will automatically be re-entered into 5 Level upgrade training as a 3F231 while still holding a 3P071 their PAFSC.

STUDENT NOTES:

Who must budget on/off duty time to complete assigned training tasks, particularly CDC and self-training:

Who is responsible for conducting the initial evaluation of knowledge and skills?

Designated trainers and certifiers must:

Who is the Commanders key staff member responsible for overall management of the training program?

What is upgrade training?

What are the three components of the DAF OJT Program?

In this section, this handbook will provide the Department of the Air Force requirements for training, training capabilities, resources, training session types and how to create a training schedule. Knowledge on Adult Learning Theory will also be provided, along with examples.

Training Requirements

The Master Task List (MTL) is a practical guide for supervisors, trainers, and certifiers to ensure that personnel are trained in an effective and efficient manner to meet training and mission requirements with one hundred percent task coverage. The MTL should already be established by the work center supervisor.

https://web.edapp.com/lessons/64b00c756c0495120090c3fb/

How to create and determine training requirements:

- Identify which training model you will be using (located in CFETP)
- At a minimum ensure you consult requirements in DAFMAN 36-2689
- Required to be reviewed annually
- For additional guidance on how to build an MTL, see your workcenter supervisor or Unit Training Manager

Training Capabilities

Try and think about what capabilities are available at your unit. Fill out one the options below:

Equipment (list an example): _____

Simulation (list an example): _____

Mock-ups (list an example): _____

Below are examples of Equipment, Simulation and Mockup.

With the equipment, simulations and mock-ups identified, we now need to look at evaluating training capabilities. Do you have:

CAPABILITY *(Are there qualified personnel?)*: _____

CAPACITY *(Is there enough qualified personnel?)*: _____

TIME: _____

Training Session Types

In-person

Virtual training

Adult Learning Theory

The Domains of Knowledge (DOK) and Adult Learning Theory will assist in how to train your trainee. Taxonomy is defined as a system of classification. For this, Benjamin Bloom's Taxonomy (1956) is a perfect way to classify learning outcomes and objectives.
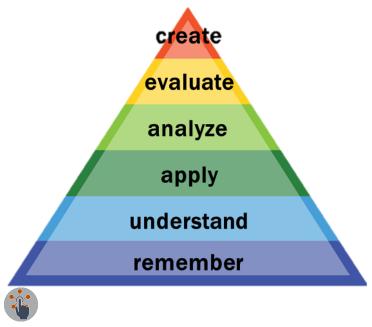
Bloom's Taxonomy can help with the development of:

- Create Desired Learning Objectives (DOL)

- Create Assessments
- Create Training Plans
- Design curriculum maps
- Develop online courses (via TEAMs or SharePoint)
- Plan project-based learning
- Self-assessments   https://web.edapp.com/
- Evaluate the complexity of assignments/tasks

This concept of learning supports the Foundational Competency and adult learning theory "Self-Concept and Adult Learner Experience"

create

evaluate

analyze

apply

understand

remember

STUDENT NOTES:

Proficiency Based Model

When providing Proficiency Based Training, we start at the bottom of the pyramid with the "Remember" block on the bottom and work towards building a foundation of learning with the end goal of "Create". Within each CFETP, is a chart called the Proficiency Code Key (located in Part II of the CFETP) and this key is a guide for the different levels of comprehension when training. Compare the Proficiency Code Key with Blooms Taxonomy and we get the perfect guide on where to start with training and where to end with training.
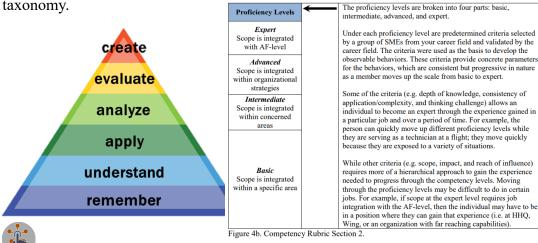
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Competency Based Model
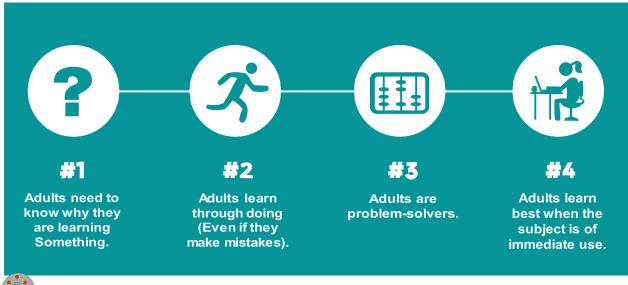
Unlike the proficiency model, the competency model follows Bloom's Pyramid as it was created. this is a good example of how proficiency levels in competency-based training are correlated with taxonomy.

Proficiency Levels	
Expert Scope is integrated with AF-level	The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert.
Advanced Scope is integrated within organizational strategies	Under each proficiency level are predetermined criteria selected by a group of SMEs from your career field and validated by the career field. The criteria were used as the basis to develop the observable behaviors. These criteria provide concrete parameters for the behaviors, which are consistent but progressive in nature as a member moves up the scale from basic to expert.
Intermediate Scope is integrated within concerned areas	Some of the criteria (e.g. depth of knowledge, consistency of application/complexity, and thinking challenge) allows an individual to become an expert through the experience gained in a particular job and over a period of time. For example, the person can quickly move up different proficiency levels while they are serving as a technician at a flight; they move quickly because they are exposed to a variety of situations.
Basic Scope is integrated within a specific area	While other criteria (e.g. scope, impact, and reach of influence) requires more of a hierarchical approach to gain the experience needed to progress through the competency levels. Moving through the proficiency levels may be difficult to do in certain jobs. For example, if scope at the expert level requires job integration with the AF-level, then the individual may have to be in a position where they can gain that experience (i.e. at HHQ, Wing, or an organization with far reaching capabilities).

Figure 4b. Competency Rubric Section 2.

STUDENT NOTES:

When planning training, one should focus on trainee centered training and utilize training foundations. To help us understand Trainee Centered Learning, we should first understand the basics of Adult Learning Theory and the application of the theory when used with the Department of Air Force training requirements.

#1	#2	#3	#4
Adults need to know why they are learning Something.	Adults learn through doing (Even if they make mistakes).	Adults are problem-solvers.	Adults learn best when the subject is of immediate use.

Adult Learning Theory
- Understanding basics
  - Readiness/Motivation to Learn
  - Self-Concept
  - Adult Learner Experience
  - Orientation of Learning

Adult Learning Theory & DOK coupled with DAF Foundational Competency requirements can lead to more successful accomplishment of DOLs

STUDENT NOTES:

Establishing Training Foundations – Adult Learning Theory

Things To Consider About Your Trainee
What is their motivation?
How can you help them see the value that can support their self concept?
How can you highlight what they bring to the table with previous experiences?
How will they see a return on their investment?
How will you reach/engage them?

STUDENT NOTES:

Things to Consider About Your Trainee:
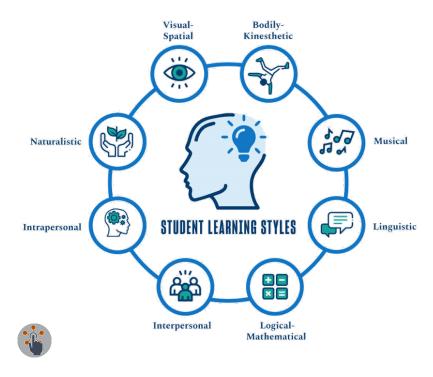
All trainees have a different motivation or mindset that can be determined by outside factors. It is important to know these when trying to select training methods and strategies to best support the member.

- Determine members motivation and current readiness-knowledge level
    - Current knowledge level – can be determined by supervisor initial evaluation
- Find out what the trainee already knows, start where the knowledge ends
- What learning style is the trainee? *Select the learning styles below for interactivity*
    - **VERBAL:**
    - **SPATIAL-VISUAL:**
    - **AURAL (AUDITORY – MUSICAL):**

    - **KINESTHETIC (PHYSICAL) Learner**:

    - **LOGICAL (MATHEMATICAL) Learner:**

    - **SOCIAL (INTERPERSONAL) Learner:**

    - **SOLITARY (INTRAPERSONAL) Learner:**

Initial Evaluations

An initial evaluation of a trainee is defined in DAFMAN 36-2689 as an evaluation to review an individual's training qualifications. Supervisors conduct an initial training evaluation within 60 days of assignment to the work center for active duty or 120 days for ARC and ANG. It must also be accomplished for return from technical school, PCS, or PCA. It can be used to evaluate effectiveness of technical school training and determine if the individual requires additional training to meet duty position requirements. Each time an Airman/Guardian changes duty positions (transfers from another base or work center), the supervisor performs an initial evaluation that includes a review of all previously certified tasks.

The following should be reviewed during this orientation and annotated within the journal entry (DAF 623a or automated version):

- Career Field Education & Training Plan (CFETP) and applicable training references to evaluate technical school graduates on all tasks taught in initial skills training.
- AFSC/SFSC, Duty Position, Core and Home Station Training (HST) and Deployment/Unit Type Code (UTC) requirements.
- Job Knowledge requirements (i.e. CDC Requirements/ e-Learning Programs)
- Formal/Informal training requirements
- Local/unique training requirements
- Supervisor and trainer responsibilities outlined in governing directives

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MyTraining Initial Evaluations

Below is a Standard Operating Procedure that will guide supervisors on how to create the Supervisor's Initial Evaluationl in MyTraining.
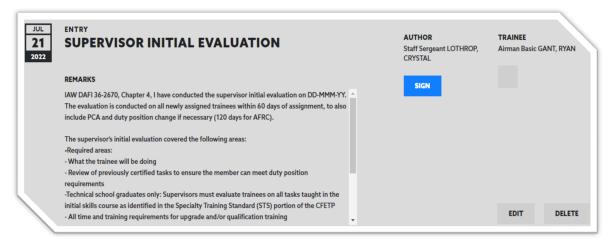
Can add additional remarks to include:
- Trainee's skills compared to duty position requirements
- The lists of tasks which a trainee cannot perform defines their individual training requirements – where to begin training (readiness to learn)
- If the member has interests or specific learning preferences that will support training

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*Initial Evaluations can highlight **Current Mind Set**, **Values**, and **Soft Skills**!*

| JUL 21 2022 | ENTRY **SUPERVISOR INITIAL EVALUATION** | AUTHOR Staff Sergeant LOTHROP, CRYSTAL | TRAINEE Airman Basic GANT, RYAN |

REMARKS

IAW DAFI 36-2670, Chapter 4, I have conducted the supervisor initial evaluation on DD-MMM-YY. The evaluation is conducted on all newly assigned trainees within 60 days of assignment, to also include PCA and duty position change if necessary (120 days for AFRC).

The supervisor's initial evaluation covered the following areas:
-Required areas:
- What the trainee will be doing
- Review of previously certified tasks to ensure the member can meet duty position requirements
-Technical school graduates only: Supervisors must evaluate trainees on all tasks taught in the initial skills course as identified in the Specialty Training Standard (STS) portion of the CFETP
- All time and training requirements for upgrade and/or qualification training

SIGN

EDIT   DELETE

Requirements and Training Foundations -How It All Ties Together

- Combining Training Requirements, Domains of Knowledge, Adult Learning Theory and Learning Styles
- Differentiated Instruction
- Differentiated instruction is when a lesson/training is tailored to meet more than one academic level. Differentiated instruction allows us to zero in more closely on individual needs.
- Therefore, the supervisor's Training Evaluation of the trainee (required within 60 days of assignment) is crucial.
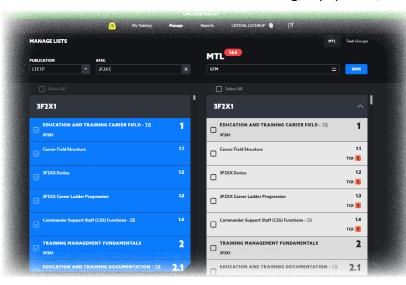
Tools to Establish a Training Timeslines/Milestones

Create Training Schedule
- Use MTL to review training requirements and determine appropriate sequence
- Schedule training sessions
- Select trainers
- Document training as it occurs – if training isn't documented, it didn't happen

Determine Milestones
- Should be flexible to meet manning, equipment, or TDY fluctuations
- (ARC/ANG only)Members on Accelerated Mission Readiness Training (AMRT) have time requirements
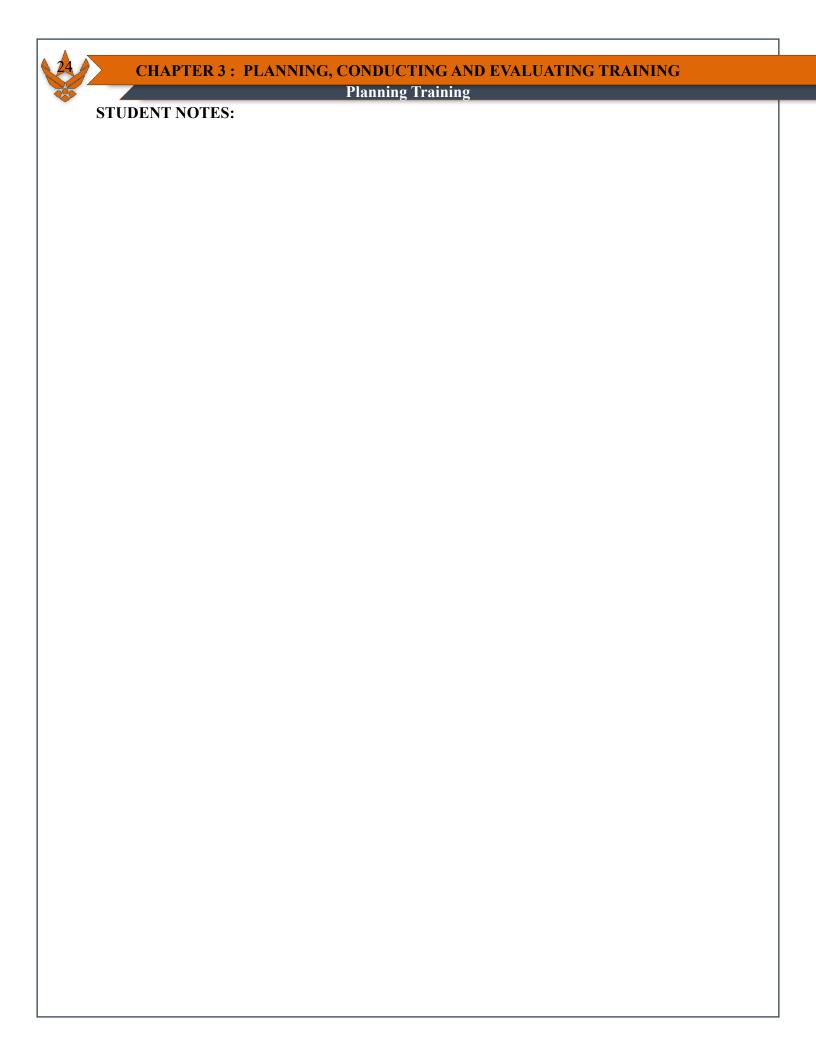
Planning Training Timeline

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STUDENT NOTES:
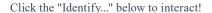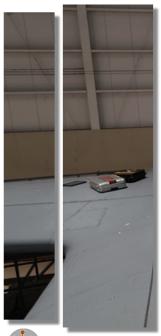
In this section, we will discuss how to begin Conducting Training and what methods are available to trainers and supervisors. This section will end with an Interactive Progress Check to review these concepts. To prepare a training scenario and lesson plan, we will use Bloom's Domains of Knowledge and the Proficiency Code Key (CFETP) to:

> Identify training objectives
> Identify required resources
> Identify safety requirements
> Identify training method
> Identify evaluation method

Then we will prepare the trainee for training by using the learning styles from the previous lesson and knowledge readiness to identify the type and modality of training. This is a useful step as it

Click the "Identify..." below to interact!

STUDENT NOTES:

Training Methods

There are a few training methods that are typically used within the training community. There are more than the ones mentioned below, but these are the regular methods that you may run accross or use as you train someone.

- Lecture
- Coach/Pupil
- Demonstration/Performance
- Explanation
- Demonstration
- Performance
- Evaluation
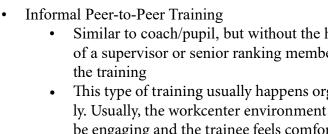
Bonus - To prove there are more than the ones listed above, another method was added in the exercise.
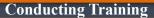
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Additional Methods

- Learning Communities
  - Organize mixed UGT level groups
  - Providing time to members that are in training together to have proper discourse gives trainees a deeper understanding
  - Establish understanding of workcenter goals via communication boards
- Project Based Learning
  - Is student-centered that involves a dynamic approach that can acquire a deeper knowledge through active exploration of **real-world** challenges and problems
  - Is different from mock-ups/simulators, as its purpose is problem solving application to real-world scenarios
- Informal Peer-to-Peer Training
  - Similar to coach/pupil, but without the high stakes of a supervisor or senior ranking member conducting the training
  - This type of training usually happens organically. Usually, the workcenter environment must be engaging and the trainee feels comfortable for this to happen
  - Why It is encouraged for all to get AFTC

Mock-ups

Mixed Learning Communities

Informal Peer to Peer

Training Aids and Resources

Within this course, we have already touched on and utilized some of the different aids and resources such as the Modeling and Planned Interaction.

Modeling and Planned Interaction:
• Turn and talk
• Parking Lots (Can be used with any training method)
• Walk the Room
• KWL CHARTS (Know, Want, Learn)
• Mind Maps

Qualification Training Packages (QTP)
• Provides task knowledge
• Used as an OJT guide
• Standardizes instructions
• Designed for use with other methods

Computer Assisted/Interactive Courseware
• Teaches problem solving
• Simulates dangerous or expensive situations
   o Self-Paced--Feedback is immediate
   o Takes little instructor time
   o Takes time & money to make/maintain/ update software

Distance Learning
• Includes Video Tele-Training method, correspondence courses, etc.
• Extends learning environment
• Requires two-way communication and feedback between sponsor and learner
• Cost effective--Large numbers Trained

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CDC
• Enhances trainee's learning experience by providing foundational knowledge and lists of technical references
• Can help trainee gain better understanding of CDC material when used concurrently with hands on training

Actual Equipment, Mock-ups or Simulators
• Compliments classroom instruction
• Provides realistic training scenarios
• Can be expensive to both obtain and maintain

Print-based Material (example: Occupational UGT Workbooks)
• Includes items such as directives, manuals, handbooks, and technical orders (TO) which are normally used in performance of the job and Occupational UGT Workbooks
• Instills realism in the training program

Interactive Progress Activity:
Task: 1.2.3 Build a paper airplane

Training Objective:
Using only the resources provided and any training method, build a functioning paper airplane.
(Functioning indicates that is can fly/become airborne)

Required Resources:
2 sheets of paper, student handbook

Safety Requirements:
Avoid sliding finger or hand along edge of paper to prevent cuts, do not launch plane until in-structed to do so and stand up range from launch line

Training Method:
(chosen by each team)

Evaluation Method:
Performance – launching a paper plane into flight
(We will discuss evaluation in depth in the next section)

RECAP Self Assessment *A blank basic training plan template can be found on the next page.

STUDENT NOTES:

Basic Training Plan Template

Task Number:

Training Objective:

Required Resources:

Safety Requirements:

Training Method:

Evaluation Method:

Notes:

This is the last section of Chapter 3 and this segment will provide information on how to align evaluations with performance standards. Information with be provided for "Go" Proficiency, Types of Evaluations, Common Evaluator Errors and will end with an interactive progress activity.

Types of Evaluation

Below is the list of evaluations; can you provided an example for each?

     Informal Practice Exercise: _____

     In-house Evaluation: _____

     Formal Evaluation: _____

     Third-party Certification: _____

Performance Evaluations
    Process VS. Product
- Process—step-by-step procedures
- Product—finished results
- Checklists are used for both

Oral Evaluations
    Type of Questions
- True or False?
- Multiple Choice
- Fill in the Blank

    Questioning Techniques
- Open Ended
- Close Ended

Performance Standards

Proficiency Levels

Tasks are trained to the 'Go' level

'Go' level equates to 3c in the STS proficiency code key

- 3- Can do all parts of the task. Needs on a spot check of completed work.
- c- Can identify why and when the task must be done and why each step is needed. (Operating Principals)

Competency Based

Tasks are trained to the specified level based on proficiency level and rubric (observable behaviors)

Proficiency Levels are broken down into 4 parts:

- Basic
- Intermediate
- Advanced
- Expert

QUALITATIVE REQUIREMENTS

	Scale Value	Definition: The individual
		Proficiency Code Key
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient)
*Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step by step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating Principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
**Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)

Explanations
* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: b and 1b)

** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.

- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.

= This mark is used alone in the course columns to show that training is required but not given due to limitations in resources.

* All tasks and knowledge items shown with a proficiency code are trained during war time.

...to achieve any standard you set, think back to Bloom's Domains fo Knowledge!

Training and Evaluation Alignment:
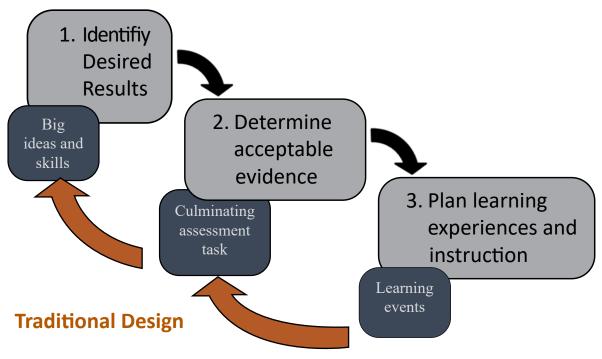
Proper evaluation can only be done if the evaluation matches the training objective.

Take some time to think about the resources needed to change a tire and then list the steps to change the tire...

TRAINING OBJECTIVE: Identify resources needed to change a tire and list the steps.

RESOURCES

1. _____
2. _____
3. _____
4. _____

STEPS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Backward Design

1. Identifiy Desired Results

Big ideas and skills

2. Determine acceptable evidence

Culminating assessment task

3. Plan learning experiences and instruction

Learning events

Traditional Design

Common Evaluator Errors

Click on the Errors to watch the videos or
https://web.edapp.com/lessons/649b1b138c6dc80ad14f976e/

THROUGH THE LOOKING GLASS

Example of four errors to be cautious of...

ERROR OF CENTRAL TENDENCY

Rater groups all evaluations in the middle or center of performance range.

ERROR OF STANDARD

Rating is conducted based on the rater's own interpretation of the standards.

ERROR OF HALO

Performance rating is based on the general impression of the person being rated.
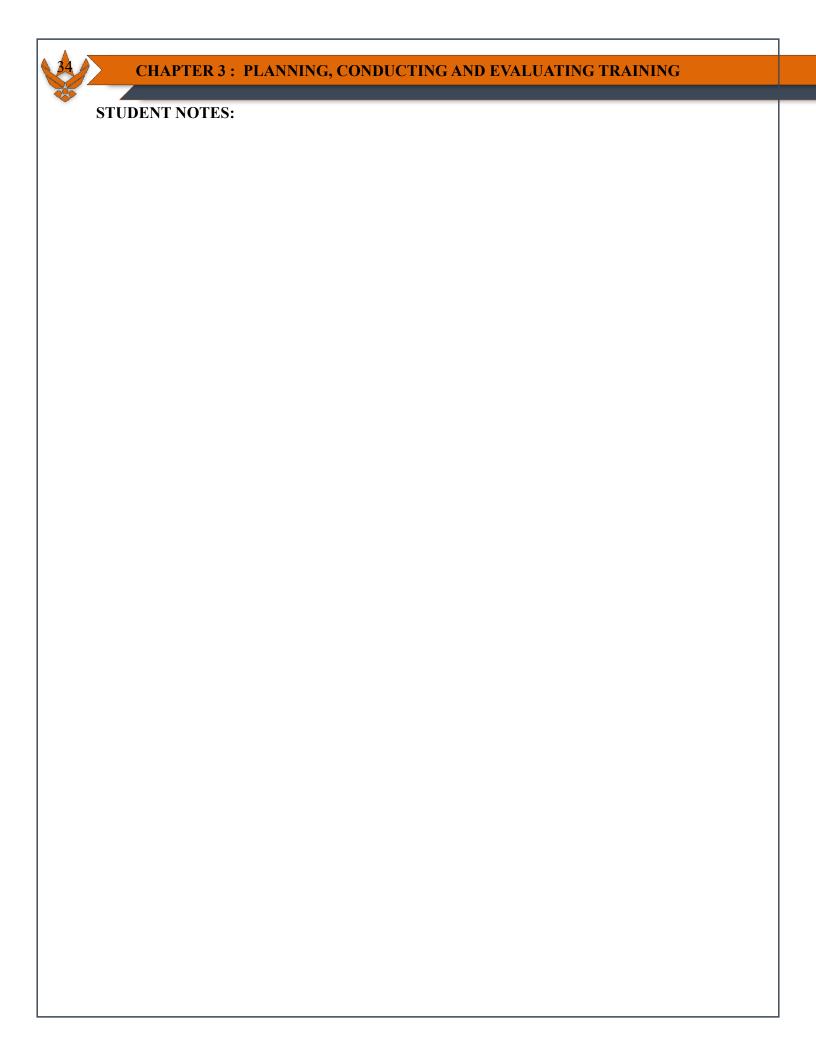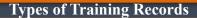
ERROR OF LOGIC

Two or more traits are rated similarly but do not go together.

STUDENT NOTES:

In this chapter, we will cover types of training records, maintenance of training records, training documents, transcription of records, decertification/recertification, and DAF 2096 documentation.

Training documentation is important to personnel at all levels because it validates the status of training and task qualification. Documentation also helps management assess mission capability and readiness, and it defines requirements for individual career progression.

There are two types of training records: Paper and Electronic.

> ****Key Note:** If using electronic records, use must be approved by the Department of Air Force Career Field Manager (DAFCFM).

Systems used for Electronic Records:

Training records must be accessible at all times!!!

Training records are required for AB-TSgt and more specifically:

- Personnel in combat ready duty positions if required by the DAFCFM
- SNCO's in Retraining status
- MSgt- CMSgt
  - As directed by the DAFCFM

Select the images below for interactivity

Unit Training Manager initiates training records for all trainees entering UGT for the first time.
- If using myTraining, the system requires the member to log in to initiate the training record.

Supervisor is responsible for maintenance of training records for all personnel assigned to them

STUDENT NOTES:

Forms (Examples & Definitions)

DAF Form 623
- Part I
- Part II
  - STS (Tasks)
- DAF623a
  - Journal Entry
- Additional Training Forms as required

STUDENT NOTES:

STS

- Identifies duty position requirements – tasks
- Tasks should be opened on the date they are started and closed on the date they are completed
- Upon completion of task(s), trainer and trainee need to initial in their respective columns.
- Certifier initials, if required by the DAFCFM.

Tasks, Knowledge And Technical References	Tasks		3. OJT Task Certification Documentation					Proficiency Codes Used to Indicate Training/Information Provided		
	Core/Certifier ^	Deployment *	A	B	C	D	E	A	B	C
			Trg Start Date	Trg Comp. Date	Trainee Initials	Trainer Initials	Certifier Initials	3- Skill Level	5- Skill Level	7- Skill Level
1. Education and Training Career Field TR: AFI 36-2101, CFETP 3F2X1, AFECD										
1.1. Career Field Structure								B	-	-
1.2. 3F2XX Duties								B	-	-
1.3. 3F2XX Career Ladder Progression								B	-	-
1.4. Commander Support Staff (CSS) Functions TR: PSD Guide								A	-	-
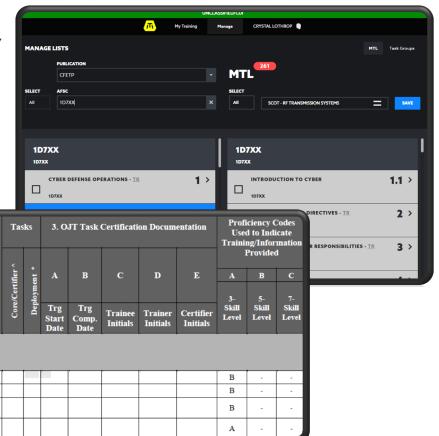
DAFJQS

- Created at MAJCOM or higher headquarters and must be approved by the DAFCFM
- Used for a particular job type or duty position within a DAF specialty.
- Different than the CFETP STS

STUDENT NOTES:

DAF Form 797, Job Qualification Standard (JQS) Continuation Sheet

- Is locally developed
- Defines locally assigned duty position requirements/tasks that are not included in the CFETP or DAFJQS
- Automate training systems also have the capability to build the DAF Form 797

Practice

Here is an example of an DAF Form 797. This form can be found on e-publishing website.
Please take time to practice filling one out. Ensure that you add Training References to each task.

		JOB QUALIFICATION STANDARD CONTINUATION/COMMAND JQS						
				CERTIFICATION				
CRITICAL TASK	TASK NUMBER	TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	START DATE	COMPLETION DATE	TRAINEE'S INITIALS	TRAINER'S INITIALS	CERTIFIER'S INITIALS (IF REQUIRED)
☐							
☐							
☐							
☐							

STUDENT NOTES:

DAF Form 623a, On-The-Job Training Record Continuation Sheet

For trainer use, this is used to document:
- CDC Progress/issues/concerns
- Training related counseling; documentation needs to include:
  - Strengths
  - Weaknesses
  - Areas to improve
  - Means to improve
  - Breaks in training
- Automated training systems also have capability to build DAF Form 623a

It can also be used for the following:
- UTM Initial Trainee Interview
- UTM Comprehensive Trainee Orientation
- Supervisor's Orientation
- Any upgrade training progression
- Task certification, decertification, and recertification

Examples of DAF Form 623a:

<table>
<tr><td colspan="2" align="center">ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET</td></tr>
<tr><td colspan="2">25 Mar 22

Volume 1 CDC Completion

A1C Doo completed volume one of his 3F051 CDC and scored a 90% on the URE. I conducted a review of the CDC and issued volume two with a 30 day suspense.</td></tr>
<tr><td>Scoobert Scooby Doo
Trainee</td><td>Norville Shaggy Rogers
Supervisor</td></tr>
</table>

DAF Form 803, Report of Task Evaluation

- Used by evaluators to conduct and document completion of task evaluations
- Can be used to requalify members on previously learned or decertified tasks
  - Examples: Returning from a Special Duty, Extended Break In Service or from a Duty Station when tasks were not performed.

Example:

DAF Form 1098, Special Task Certification and Recurring Training

- Used to document selected tasks requiring recurring training or evaluation
- AF and MAJCOM directives may identify tasks contained in the CFETP requiring special certification, recurring training, or evaluation
- For tasks requiring certification this form will remain in the training record until superseded or no longer required

Example:
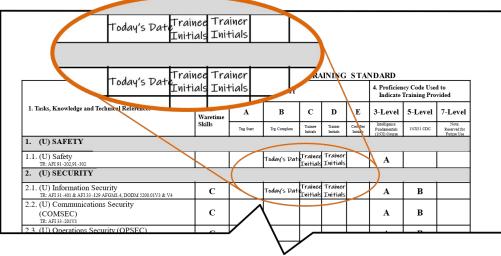
Transcribing

Transcribing is an administrative function and not a reevaluation of training. Therefore, supervisor and trainer are considered synonymous for the purpose of documentation. When transcribing, ensure to be using the new CFETP of said AFSC/SFSC if applicable. This will determine how qualifications are transcribed from the trainees previous CFETP.

Transcribe within 120 days (240 days for ARC) of CFETP revision date or from date revision is posted to automated training records system.

When transcribing:
- For tasks previously qualified/certified regardless of if required in the current duty position or not, enter the current date in the completion column. Trainee initials in the trainee column and the transcriber enters initials in the trainer column.
- Annotate the AF Form 623a or automated version, (for example, "I certify the information contained in the CFETP dated XX was transcribed to the CFETP dated XX, and the trainee was given the superseded CFETP." Signed and dated by supervisor and trainee).

Above is an example of paper, STS, transcribing. the next page will have information on electronic transcribing.

https://web.edapp.com/lessons/649adf932a1a6b767d01475a/

Decertification and Recertification of Tasks

The Supervisor decertifies the Airman or Guardian when it is determined that the member is unqualified on a task that previously trained/certified.

Steps for Decertification/Recertification:

1. Supervisor removes previous certification
2. Supervisor creates a training plan that gets member recertified
3. Supervisor documents decertification using a DAF623a or equivalent. Must document at a minimum:
   - Reason for decertification
   - Training plan for getting the trainee recertified

DAF Form 2096 Classification/On-The-Job Training Action

There are seven ways of processing a DAF2096. These are based on rank, skill level and previous skill level of the individual:

- Initial 5 Level (AB – A1C / Specialist 2 - 3)
- Initial 5 Level (SrA – SSgt / Specialist 4 – Sgt)
- Initial 7 Level ((S)Sgt – SSgt)
- Subsequent 5 Level (Any member that previously held 7 Level in different AFSC/SFSC)
- Subsequent 5 Level (Any member that held no higher than 5 Level in different AFSC/SFSC)
- Subsequent 7 Level ((S)Sgt, SSgt and Sgt)
- Subsequent 7 Level (TSgt +)

Use myPers UTM PSDG found at https://myfss.us.af.mil/USAFCommunity/s/view-file?id=069t000000eQlRDAA0 , page 17

https://h5p.org/node/1374070

Training Records need to be printed and transferred with the member when the member is:

- Going to PCS
- Going to PCA
- Separating
- Retiring
- Commissioning
- Promoting to E-7 (unless otherwise stated by DAFCFM)

STUDENT NOTES:

Basic Training Plan Template

Task Number:

Training Objective:

Required Resources:

Safety Requirements:

Training Method:

Evaluation Method:

Notes:

21R OJT & Observable Behavior(s) Evaluation

Name of Task, Observable Behavior, and/or Objective

Date: _____   **Officer:** _____

Desired Outcome: _____ **Evaluator Rank or Grade/Last Name:** _____

Content Requirements	No Attempt	Novice	Proficient
Did the Officer provide a thorough answer? Presentation developed/delivered = Proficient Presented/not fully developed = Novice	0	5	10
Was the Officer's answer structured and easy to follow? Organized/easily followed =Proficient Organized/hard to follow =Novice	0	5	10
Did briefer provide an opportunity for questions and answers? Yes=Proficient No=Novice	0	5	10

Presentation/Delivery	No Attempt	Novice	Proficient
Was the content presented with confidence?	0	5	7
Did the Presentation/discussion display competence of the subject matter? Demonstrated thorough system knowledge through research =Proficient Displayed minimal system knowledge through research =Novice	0	5	7
Were responses to questions professional and sufficient? If information was unknown, did the briefer note the question and state "I will research and get back to you?" Yes=Proficient No=Novice	0	5	7
Did the Officer open with appropriate greetings? Were customs/courtesies displayed throughout? Yes=Proficient No=Novice	0	5	7
Was the Discussion within the 5-7 min standard? (Less than 5 min or over 8 min scored as Novice)	0	5	7

Delivery			
How well did the Officer convey meaning using eye contact, gestures, and voice?			

No Attempt/Fail 0	Novice 1	Competent 3	Proficient 5
Eye Contact None	**Eye Contact** **Very little**. disconnected from audience; excessively read material	**Eye Contact** **Appropriate.** Included most of audience; used reference material	**Eye Contact** **Direct and impartial** eye contact with audience; hardly noticed referencing materials
Gestures Awkward; Distracted from brief	**Gestures** poorly timed, repetitive, inconsistent	**Gestures** Natural; helped clarify and emphasize main ideas	**Gestures** Intentional and confident; clarified and emphasize message
Voice: More the 20 vocal pauses	**Voice:** Poor articulation/monotone; 11 to 20 vocal pauses	**Voice:** Articulated/varied voice; 4 to 10 vocal pauses	**Voice** Expertly articulated words/varied voice; 3 or less vocal pauses
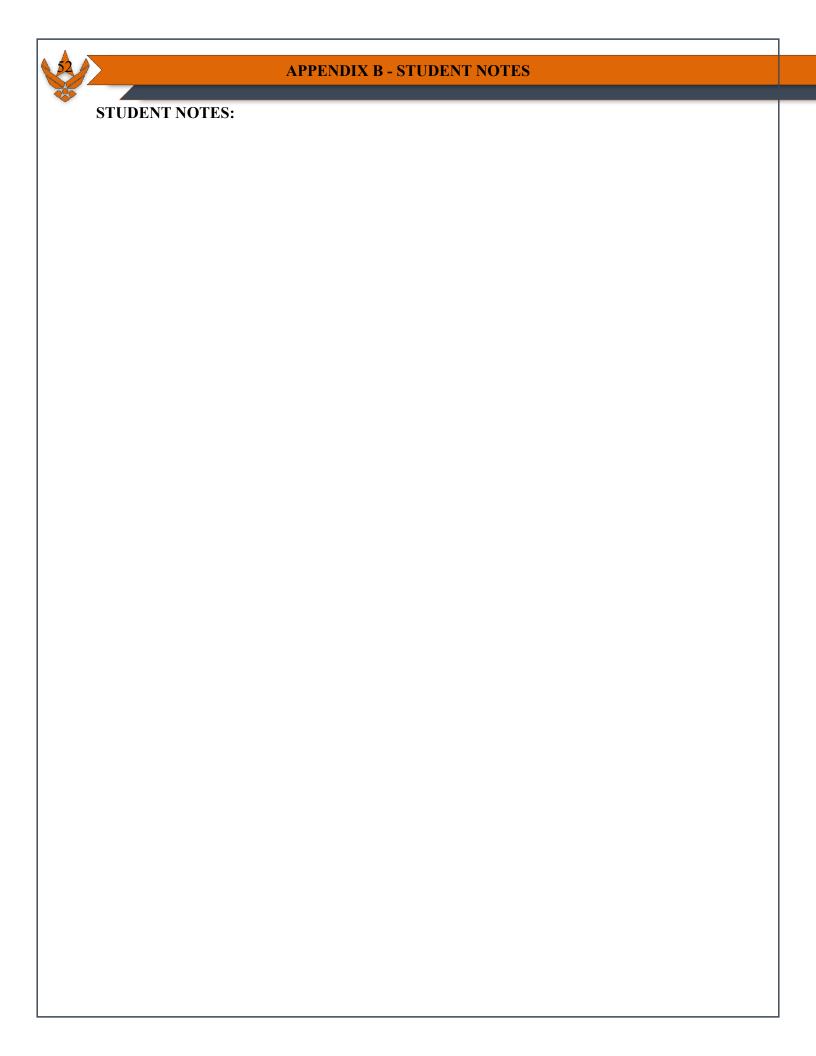
COMMENTS/FEEDBACK:

TOTAL PAGE 1:	of 80

APPENDIX A - STUDENT RESOURCES

21R OJT & Observable Behavior(s) Evaluation

Officer: _____   **Date:** _____

Motivated

Novice	1	Competent	2	Proficient	4
Failed to prepare or omitted requirements Displayed lack of interest in training objectives or mastery of craft		Preparation adequate, products require significant improvement Embraced some aspects of training, but lacked focus		Well Prepared, Showed Due Diligence, Enthusiasm & the right "Want To" Engaged throughout training and committed to Mastering Craft	

Trusted

Novice	1	Competent	2	Proficient	4
Actions or information intentionally misleading Member rejected accountability or dismisses constructive feedback		Some assumptions unfounded or lacked credibility Did not actively offer or seek feedback, but responded positively		Can be counted on; Used credible assumptions; embraced responsibility; Welcomed accountability; Offered/Received constructive feedback well	

Leader

Novice	1	Competent	2	Proficient	4
Failed to complete all aspects of the task Abdicated all leadership responsibilities or tore		Did not fully understand portions of mission or requirements or did not complete all aspects of task Displayed some leadership skills/managed team		Understood Mission/Task Requirements, Led Team to Desired Results, Treated Team Right as "Bridge-Builder" & "Leader of Leaders," Displayed both "technical" & "soft" leadership skills	

Problem Solver

Novice	1	Competent	2	Proficient	4
Did not ask any clarifying questions of when applicable A solution was not attempted, was unfeasible or completely missed intent		Ask some questions, but could explore key areas further The solution met some of the desired outcomes, but lacked key components		Demonstrated critical thinking skills and asked questions of the scenario if applicable. Developed well thought out solution (e.g. quantifiable, data-driven, balanced, feasible)	

Advocate

Novice	1	Competent	2	Proficient	4
Failed to consider impacts to others		Considered impact to teammates, boss, outside agencies or Logistics mission (some not all)		Sought the best for Teammates, boss, partner agencies (even if role-played), and Logistics mission as applicable	

COMMENTS/FEEDBACK:

TOTAL PAGE 1: _____ of 80

TOTAL PAGE 2: _____ of

Passing Score = 80%

20FINAL SCORE: _____ of 100

STUDENT NOTES:

STUDENT NOTES:

STUDENT NOTES: