

CompTIA CTT+™



How to Prepare for the Virtual Classroom Trainer Exam

Virtual Classroom Trainer Exam (performance based)

Planning, Preparing & Submitting your recording

All CompTIA CTT+ candidates must successfully complete the CTT+ Essentials Exam (computer-based test) prior to submitting a recording for scoring.

Preparing the Virtual Classroom Trainer recording for the Performance Based exam

The CompTIA CTT+ program allows considerable flexibility as to the kind of training that is recorded, the way in which it is presented, and the kinds of media or instructional strategies used, so long as the session lets candidates fully demonstrate the required competencies.

Because this is an unedited showcase performance, candidates will need to plan the recording carefully. Recording any 20-minute slice of instruction will not necessarily provide evidence of candidates' ability to perform the required skills.

Outlining the presentation and rehearsing it several times before recording will help in creating a successful copy. Another possibility is to record several presentations and select the best, critiquing the performance on the basis of the CompTIA CTT+ Virtual Classroom Trainer Performance Based Exam Scoring Guide. As candidates critique their performance, they should use the CompTIA CTT+ Virtual Classroom Trainer Scoring Guide to consider how well the recording reflects upon their ability to perform the following required skills.

1. Performing all of the required skills for each competency

Many of the presentation skills described in the objectives are interrelated. Even though candidates will be assessed on each objective, the same behavior could provide evidence for a number of objectives. For a successful recording, it is important that candidates plan a seamless, integrated module rather than one that abruptly switches from one objective to another.

*Remember: Just a statement in the Performance Based Exam Documentation Form testifying that candidates involved the learners in group activities in a training segment not shown on the recording cannot substitute for showing the actual interaction.

2. Engaging (not merely talking at) the learners — student-centered learning

The scoring judges are looking not only at how well candidates understand the material but, more importantly, how well candidates help the learners understand the material. If candidates instruct primarily by lecture or demonstration, it is critical to incorporate strategies designed to engage the learners and, at the same time, let candidates know how well they are learning the material.

3. Keeping the learners focused on the subject

The most successful recording includes a brief introduction that tells the learners and the scoring judges what will be covered in the next 20 minutes. To satisfy the requirements for organization and motivation, candidates will need to provide a kind of road map that keeps the instruction—and the learning—on track. The road map can be visual or verbal, obvious or subtle.

Do not feel that you need to rush through a module to reach closure. It may be sufficient to summarize what the learners have covered to that point or better yet ask the learners to recapitulate what they have learned.

4. Providing real training

One question likely to arise, concerns authenticity: Should trainers plant certain kinds of behavior or questions within the class so that you can provide evidence of how they respond? The answer is a definitive no. Be assured that the scoring judges are looking for the big picture with each objective.

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Planning the Performance Based Recording

The CompTIA CTT+ performance based exam provides candidates with the opportunity to showcase their skills in training. Plan the session carefully. Make sure that all the objectives are addressed. Be sure to consider the following when preparing your submission.

Content

Because the CompTIA CTT+ certification is recognized in many industries, it is important for the program to establish and maintain consistent and credible standards. The instructional content of the recording should be clearly professional in nature and be of sufficient complexity to provide the depth and scope for scoring judges to assess the performance adequately in each of the objectives.

Structure

The Performance based examination must show candidates demonstrating all 12 objectives. The instructional module should be complete, with a clear beginning, middle, and end. The module, of course, may be a portion within a longer class, but it should have its own instructional objective(s). If it is part of a larger class, be sure to provide information about how this segment fits into the larger class. **Only one trainer should provide instruction per recording.**

Setting

For the Virtual session choose a software interface that you are very comfortable with and have practiced using. The software must support recording of the audio and virtual classroom activities at the same time. Be sure you capture both aspects of your session or your submission cannot be reviewed.

Sit in a quiet room that has wired (not wireless) access to the internet, and a telephone. (Wireless connections tend to cause choppiness of audio or data flow which will affect the quality of your recording).

Class size

A minimum of **five** adult learner names **must** appear in the Attendee list in the Virtual classroom recording. The recording should include the learners' interactions (e.g. chat, questions, polls, verbal interjections, etc.).

Authenticity

The learning situation, to the extent possible, should be authentic. The participants actually should be learning new knowledge and skills. Highly artificial or contrived situations could reduce the instructor's credibility.

Duration

The entire recording should be between 17 and 22 minutes. If shorter than 17 minutes the submission will be rejected while submissions longer than 22 minutes will be accepted, but the scoring judges will not continue watching beyond the first 22 minutes.

Editing

No editing of the recording is allowed. The CompTIA CTT+ program defines **editing** as cutting and splicing of tape. However, candidates may trim off the beginning or the end of a recording in order to clearly indicate the starting and ending points.

Candidates may also stop and restart the recording **one time** during the recording segment to allow learners sufficient time to practice a new skill. Be sure that enough of the activity is visible before the tape is stopped and

resume filming as the practice session comes to a close to show how the transition occurs from one activity to the next. The recorded instruction module **must** be presented in the sequence in which it was given.

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Skills

The recording and accompanying documentation need to provide clear evidence of the candidate's skills to consistently perform the objectives listed in this handbook.

Review

Using the Virtual Classroom Trainer Scoring Guide found in this handbook, view and score the recording before submitting it in for official scoring. Check to make sure that all of the objectives will be evident to the viewer (the scoring judges). Are the learners' names visible? Are the visual aids clear and visible? Is the picture clear? Is the sound clear?

Submitting the recording in the Appropriate Format

Listed below are some guidelines to follow when creating the recording. The recording must show at least 17 minutes and not significantly more than 22 minutes of instruction. The scoring judges will not watch more than 22 minutes.

Instructions for candidates submitting their Virtual Classroom Trainer recording

Due to the various different online tools available to conduct synchronous training, CompTIA recognizes the challenge of recording such online training sessions in a "standard file type". Therefore, in an attempt to be as flexible as possible, CompTIA is making available a list of acceptable file types in which candidates can submit their recordings.

The following is the list of CompTIA accepted video file types. Any recording submitted in formats other than the ones listed below, will not be accepted or scored.

File Format	Player / Tool	Link
MPEG	Media Player	http://www.microsoft.com/windows/windowsmedia/player/11/default.aspx
MPEG4	Media Player	http://www.microsoft.com/windows/windowsmedia/player/11/default.aspx
FLV	Adobe Media Player	http://get.adobe.com/amp/

Note: The suggested player to playback the given video file type is provided above along with a link to where to download the player.

Due to the different codecs available with certain players, it is important that you test your recording prior to submitting it to CompTIA. Please download the appropriate player for your file type and once you've completed a successful test, make sure you inform CompTIA of which version you used, by properly completing the information requested in the submission form (Form C for Virtual Classroom Trainer exam).

It is important to ensure that the voice and video are properly synchronized in your recording prior to submission. Recordings in which the voice and video are out of synchronization will be rejected and not scored.

If the online collaboration tool you are using does not have the ability to record the Virtual session, you may consider third party recording tools (such as *Freez Screen Video Capture*) to capture your Virtual session. Please check the output of any third party tools to ensure they can generate an accepted file type.

Submission

There are two options for submitting your recording.

Option 1: Online Upload

You may upload your forms and recording at the following site: www.cttsubmission.com

Option 2: Mail/Courier

For this option, please send your recording and documents to:

CTT+ Submission
JTI, Inc.
2568 Precision Drive
Virginia Beach, VA 23454, USA

Please note that starting January 2010, there is an additional charge of \$70 for recordings that are mailed, to cover the costs of processing, converting and uploading the file.

For South Africa Candidates Only:

The CompTIA South Africa Office provides a service to South African CTT+ candidates only to collect payments at the published ZAR exam fee for the CompTIA CTT+ VBTs. It remains the responsibility of the CTT+ candidate to upload his/her own VBT, although we do have independent service providers that offer this service at an additional fee. Please do not deliver or post VBTs to the CompTIA Johannesburg office.

Please contact Loraine Vorster at the Johannesburg office on (011) 787-4846 or e-mail lvorster@comptia.org for more information.

Other Countries:

JTI, Inc.
2568 Precision Drive
Virginia Beach, VA 23454, USA

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Tips for a Successful Recorded Session

1. Recordings may be uploaded at www.CTTSubmission.com or mailed on a CD or DVD for an extra charge.
2. Record a session with at least 5 learners logged in
3. Use a slide program as a structure and then branch off into other activities and demonstrations.
4. Keep text simple and legible. All graphics, text and application sharing should be easily viewed by a 1024X 768 resolution computer monitor Website and media files must load correctly. Pop up blockers and firewall issues must be mediated in advance.

5. Ensure that Audio recording and Virtual classroom interactions are being recorded as part of the same file. Voice over IP (VoIP) audio will automatically record. Telephone conference call audio is not. Talk to your vendor about your audio recording options.
6. Confirm the quality of your audio is excellent (avoid static and choppiness). For Voice over IP, use a good quality PC headset with boom microphone. Test your volume and connection quality before you begin recording.
7. For telephone, use a good quality boom microphone headset rather than speakerphone.
8. Test the sensitivity of the microphone by doing a few practice tapings. Instruct class members to speak up. Candidates may want to attach a separate external microphone to help produce better-quality sound.
9. Candidates may want to turn off any fans, air conditioners, or laboratory equipment, and minimize interferences or noises from windows, co-workers or other workplace disturbances.
10. Turn on the recording function just as you begin the portion of your session

Note: Candidates should always keep a backup of the recording submitted. Although recordings are rarely lost or damaged, it is important that candidates have a backup to submit in the event that loss or damage does occur. **CompTIA will NOT return physical media back to candidates.**

Preparing the Performance Based Exam Documentation Form

As a precaution, candidates are advised to make several copies of the Documentation Form C (**for Virtual Classroom Trainer**) so they can freely plan and revise the answers before writing the final version to submit with their recording.

The handbook includes all three required forms for your review. The writable forms may be downloaded separately from the link below. Candidates are able to save it to a PC, and then edit and print it for inclusion with their submission.

<http://certification.comptia.org/getCertified/certifications/ctt.aspx>

Candidates need to ensure they are submitting the correct forms with the recording. For Classroom Trainer recording there are Classroom Trainer forms and similarly for Virtual Classroom Trainer recordings there are Virtual Classroom Trainer forms and the forms are different.

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Quality Control

Evidence suggests that the most successful submissions are of the highest quality. We encourage all candidates to take quality control measures when recording their session.

What if a candidate fails the Performance Based Exam?

Candidates who are unsuccessful in completing the performance requirement can attempt the performance exam again. A candidate's CTT+ Essentials Exam (computer-based test) will remain valid so long as the exam content/objectives do not change. Submission requirements for Performance Based Exam retests are the same as for first-time submissions.

If a candidate desires to appeal the scoring of a submitted recording, CompTIA will provide an independent review provided the request is submitted within 30 days of the score report. To request such a review, send a formal request in writing accompanied by a check for \$100 USD. Include in the letter the following information: name, date of submission, score report date and CompTIA Career ID Number/ Candidate ID Number (Number begins with COMP).. Please send this information to the same address where your original recording was submitted.

Re-certification

In keeping with the current CompTIA policies, there is no re-certification requirement for the CompTIA CTT+ Virtual Trainer certification.

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Scoring Guide

Domain 1: Planning Prior to the Course

<p>Subdomain 1A: Review of Organizational Needs and Learners' Backgrounds in Relationship to Course Objectives</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Research additional content information to address potential points of confusion or resistance. • Assess learner's current skill level and compare results with course prerequisites. • Assess organizational needs for additional learning outcomes. • Analyze results of needs assessment of the learner in relation to learning objectives. • Modify learning materials to meet specific needs of organization, learner, situation or delivery tools without compromising original course design. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p> <p>Virtual Classroom</p>	<p>Provides thorough assessment and detailed remarks about Individual learners.</p> <p>Describes how a special needs individual was accommodated.</p> <p>Includes in description of learners full and relevant information, e.g., geography, technical level, expertise, check of prerequisites.</p> <p>Describes a complete and detailed process for making sure that the learners are thoroughly familiar with virtual classroom tool.</p> <p>Documents process for assuring the virtual session supported learning needs</p>	<p>Includes a description of the level of facility learners have with the virtual classroom tool as well as content levels (e.g., asks have learners taken an e-learning course).</p> <p>Confirms that learners are operating the tool effectively.</p>	<p>Offers little or no evidence of an appropriate needs assessment.</p> <p>Communicates directions to learners that seem to have difficulty using the tool.</p> <p>Indication that candidate was unaware of learner level of familiarity with virtual classroom tool.</p>	<p>Offers irrelevant or inappropriate or inaccurate remarks.</p> <p>Fails to complete paperwork.</p>

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Scoring Guide (Cont'd)

Domain 1: Planning Prior to the Course

<p>Subdomain 1B: Instructional Environment in Relationship to Learning Objectives</p>	<p>Skills to:</p> <ul style="list-style-type: none"> Review pre-course communications with learners (for example, course announcement, confirmation, description or agenda, and prerequisites and pre-course assignments, system check activity, support/helpdesk information, download instructions for materials). Alter recommended physical or virtual classroom set-up according to specific learner and organizational needs Confirm timings and logistics for course (for example, scheduled breaks, meal arrangements, labs, and activities outside of classroom, time zones for virtual training, materials receipt). Ensure that learning-related tools and equipment are properly set-up and working, and verify that all learner exercises can be completed as intended (for example, hands on practice, on-line tool use). Establish a safe learning environment (for example, physical, auditory, chat, agreements, proprietary client information). Confirm with learners that the learning environment, both physical and virtual, is comfortable (for example, lighting, sound, conference call or VoIP audio, on-line tool is functioning well,). Prepare contingency plans for unique class events (for example, fire drill in classroom, and loss of connection, some users not able to view materials). 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value Virtual Classroom</p>	<p>Includes explanation of how platform setup and equipment use links to learning outcomes and learner needs.</p> <p>Provides thorough explanation of trainer involvement in virtual classroom and equipment setup.</p> <p>Provides detailed analysis of potential learner challenges based on pre-course material(s).</p>	<p>Provides evidence that instructor has made appropriate virtual accommodations for learners. (e.g., confirms sound level, quality of connection).</p> <p>Describes process for confirming that setup of virtual room and equipment is ready for instruction.</p> <p>Describes potential learner expectations based on pre-course material(s).</p>	<p>Sets up application during onset of training segment.</p> <p>Provides limited description of process for setting up application.</p>	<p>Fails to have all materials on hand at the session (e.g., has to load slides because failed to do so).</p> <p>Fails to setup a functional workspace with proper hardware and software.</p>

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Scoring Guide (Cont'd)

Domain 2: Methods and Media for Instructional Delivery

<p>Subdomain 2A: Selection and Implementation of Instructional Methods</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Use delivery methods as intended by the course designers. • Adapt delivery methods to meet a variety of learning styles. • Engage learners through multiple delivery techniques as appropriate to the material, the learners and , the situation. • Organize and introduce content in a variety of ways (for example, compare and contrast, steps in a process, advantages and disadvantages). • Identify and implement learning activities that are relevant to the course objectives. • Monitor learner comfort level during the use of participatory activities. • Stimulate interest and enhance learner understanding through appropriate examples, demonstrations, media clips, slides, anecdotes, stories, analogies, and humor. • Use activities that allow learners to contribute to the discussion and review and apply content at appropriate intervals. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value Virtual Classroom</p>	<p>Switches seamlessly between exercises on screen (e.g., moving from instructor control to learner control, from slides to sharing application). Uses anecdotes, humor, stories, and analogies effectively.</p>	<p>Uses relevant exercises that encourage learner engagement (e.g., has learners "drive"). Uses polling tool effectively as exercise. Uses interface tools effectively.</p>	<p>Fails to use participatory exercises. Uses lecture most of the time.</p>	<p>Uses a single instructional method. (essentially a podcast). Fails to engage learners. Provides irrelevant activities.</p>

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Scoring Guide (Cont'd)

Domain 2: Methods and Media for Instructional Delivery

<p>Subdomain 2B: Use of Presentation and Instructional Media</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Use a variety of media/tools to support learning objectives and meet learner needs. • Handle minor problems associated with each particular medium • Enhance, substitute or create media as appropriate to support the learning objectives 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value Virtual Classroom</p>	<p>Uses the virtual classroom tool effectively (e.g., transitions seamlessly from presentation software to questions in poll to application being learned).</p> <p>Has information preset so that learning is not delayed.</p> <p>If providing tutorial on how to use the tool, has learners show that they can use it (e.g., raise hand, checkmark, chat).</p> <p>Has films and demonstrations setup for seamless transitions</p> <p>Displays instructions including tutorial information that provide just-in-time support to learners</p>	<p>Uses at least 2 different tools within in the platform (e.g., slides, share applications).</p> <p>Uses the highlight tool effectively (e.g. limits use of multiple tools; uses different tool for each segment of presentation).</p> <p>Steps learner through technical issues when encounters issues with platform.</p> <p>Gives learners frequent cues for orienting learning (e.g., we are on this question now; refer to page number).</p> <p>Maintains the balance between technology lag and pause.</p> <p>Explains to learners how to ask questions and how to respond to questions.</p>	<p>Fails to take advantage of the tools available on the software.</p> <p>Fails to provide visual cues that focus the learners on the part of presentation being presented (orienting learners).</p> <p>Uses activities that are not supported by the virtual session (e.g., asks for open chat response in a time that does not have chat function).</p>	<p>Stays on intro slide for full program.</p> <p>Shows no content, white screen.</p>

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Scoring Guide (Cont'd)

Domain 3: Instructor Credibility and Communications

<p>Subdomain 3A: Instructor Delivery Competence and Content Expertise</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Maintain consistent behavior with all learners. • Demonstrate confidence with and mastery of subject matter. • Provide and elicit from learners practical examples of how knowledge and skills will transfer to their workplaces. • Handle relevant learner inquiries on topics for which the instructor has limited expertise. • Maintain positive atmosphere and avoid criticizing other members of the training team, the training materials, or the tools. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p> <p>Virtual Classroom</p>	<p>Sets the expectations about particular tool or geography and timing.</p> <p>Identifies uniqueness of each learner as part of the response.</p> <p>Generates multiple yet specific examples as responses to learner inquiries, often making them unique to the individual learner.</p> <p>Elicits examples from learners.</p>	<p>Speaks confidently, smoothly.</p> <p>Uses the tool that is training on (e.g., time entry system to show how to enter time; presentation software to show how to use presentation software).</p> <p>Handles platform issues such as delay as a generalized issue associated with virtual training; does not dwell on the inherent limitations or negatives of the platform.</p>	<p>Uses long pause s as presents material.</p> <p>Fails to demonstrate knowledge of materials being presented.</p> <p>Apologizes for slow connections but indicates it is the fault of the platform, names the specific platform.</p> <p>Presents and responds to learners inconsistently (e.g., loses flow in the lesson).</p>	<p>Makes inappropriate and/or negative comments about the software (platform).</p> <p>Reads directly from the training material (manual or slide).</p>

Virtual Classroom Trainer Exam (performance based)

Scoring Guide (Cont'd)

Domain 3: Instructor Credibility and Communications

<p>Subdomain 3B: Instructor Communication and Presentation Skills</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Pronounce words correctly at appropriate tempo and use suitable grammar and syntax, recognizing potential for an international audience. • Explain and clarify content points through inflection, emphasis, and pauses. • Ensure verbal and non-verbal communication is free of bias (for example, sexual, racial, religious, cultural, and age). • Employ purposeful pointers, body language and/or vocal intonation to enhance learning and call attention to critical points. • Minimize distracting trainer behaviors (for example, playing with object in hand, making noise with change in a pocket, or nervously rocking or pacing, excessive mouse movement, background noise on audio, key board noise). • For the classroom trainer, use body language and other non-verbal techniques to minimize or eliminate learner disruptions. For virtual trainer, use private chat and group agreements to mitigate disruptions. • Use course overviews, advanced organizers and session summaries at appropriate times to orient learners and link key learning points. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p> <p>Virtual Classroom</p>	<p>Successfully combines all elements of speech, intonation, emphasis, and tempo to have a smooth, uninterrupted presentation.</p> <p>Uses pointer tool artfully.</p> <p>Offers specific strategies to assist learners' transition from one content point to another and one view to another.</p>	<p>Uses inflection and tonal changes appropriately.</p> <p>Provides overview and summaries.</p> <p>Offers an orderly presentation of the demonstration (software).</p> <p>Refers to page numbers for learners working remotely, (helping to keep them together).</p> <p>Incorporates comments from private chat into audio thus involving others into the session.</p> <p>Uses appropriate tempo of speech (not too fast, not too slow).</p>	<p>Has other screen distractions (e.g., IM, email, and other applications).</p> <p>Fails to manage external popups.</p> <p>Fails to allow for communication time lag and results in stepping on response.</p> <p>Uses ums, ahs, and other fillers frequently.</p> <p>Uses incorrect grammar or vocabulary such that there is interference with learning.</p>	<p>Uses no organizational language such as introductory or concluding remarks.</p> <p>Uses inappropriate or abusive vocabulary.</p>

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Scoring Guide (Cont'd)

Domain 4: Group Facilitation

<p>Subdomain 4A: Establishment and Management of a Learner-Centered Environment</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Open a training session in a positive way. • Communicate the course plan to the learners. • Communicate learner performance objectives as indicated by course design. Obtain input from the learners about their personal objectives and expectations. • Reconcile any discrepancies between learning objectives and learner expectations. • Establish an environment that supports learning and maintains focus on meeting stated learning objectives. • Establish a learning environment free of bias, favoritism, and criticism that optimizes the productive participation of all the learners. • Manage course flow and pace activities based on learner needs while ensuring that all learning objectives are met. • Provide opportunities and assistance for learners to identify and achieve initial, intermediate and terminal objectives. • Facilitate group dynamics in a positive way, including encouraging interactions that are respectful of the rights of individual learners, and redirecting unproductive digressions. • Create opportunities for learners to work with and learn from each other to attain the learning objectives while building individual learner confidence. • Handle learner disruptions as discreetly as possible. • Use Virtual class tools like Chat and polling to optimize learner contribution. • Use Virtual class tools to achieve learning objectives. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value Virtual Classroom</p>	<p>Uses multiple techniques that involve the learner (e.g., turning over control of the mouse). Uses pointers effectively. Provides opportunities to confirm learners involved (e.g., shows both involvement and learning at each instance).</p>	<p>Directs learners to the part of the page or screen effectively. Makes voice becomes the learners' eyes. Hovers over what is being highlighted. Inserts opportunities for learners to show continued involvement frequently. Informs learners of objectives and agenda.</p>	<p>Fails to involve all learners. Uses instructor focused approach. Uses instructor-based demonstration as primary focus of lesson.</p>	<p>Fails to achieve learning objectives. Lesson is entirely instructor-focused.</p>

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Domain 4: Group Facilitation

<p>Subdomain 4B: Promotion of Learner Engagement and Participation</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Use active listening techniques to acknowledge and understand learner contributions. • Use a variety of types and levels of questions to challenge learners, involve them and monitor their progress. • Use questions that lead learners from recall to application of content. • Direct questions appropriately. • Create opportunities for learners to contribute to the discussion. • Employ activities to encourage learners to ask and answer questions themselves 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value Virtual Classroom</p>	<p>Asks a directed question and confirms all respond (e.g., if you agree give green check, if you disagree have red check).</p> <p>Uses multiple response modes within tool (thumbs up, check, etc.).</p> <p>Uses a wide variety of open-ended questions that result in more than one word responses from learners.</p> <p>Transitions or redirects a learner's question into a discussion tool for learning.</p> <p>Asks follow up questions to encourage reflection on the part of the learner.</p> <p>Involves all learners.</p>	<p>Clears student interactions (or has students do so) when interaction is completed.</p> <p>Keeps feedback refreshed.</p> <p>Inserts opportunities for learners to show continued involvement approximately.</p> <p>Pauses appropriately to allow learners to respond.</p> <p>Asks open and closed questions.</p> <p>Establishes environment that encourages learners to ask and answer questions.</p> <p>Displays questions as well as speaks them.</p>	<p>Uses overhead questions and fails to tell learners how to respond.</p> <p>Uses yes-no questions exclusively.</p> <p>Fails to use questions that address content of the lesson (e.g. only asks "Do you understand?").</p> <p>Fails to allow learners time to answer and/or answers own question.</p> <p>Asks low value questions (e.g., where are you joining from?).</p>	<p>Asks no questions.</p> <p>Provides no opportunity for learners to ask questions.</p> <p>Makes disparaging, sarcastic or negative comments about a learner's question or response.</p>

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Scoring Guide (Cont'd)

Domain 4: Group Facilitation

<p>Subdomain 4C: Assessment of Learners' Needs for Additional Explanation and Encouragement</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Interpret and confirm learners' verbal and non-verbal communication to identify those who need clarification and feedback. • Determine how and when to respond to learners' needs for clarification and/or feedback. • Provide feedback that is specific to learners' needs. • Elicit learner feedback on the adequacy of trainer responses. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value</p> <p>Virtual Classroom</p>	<p>Identifies uniqueness of learner as part of the response.</p> <p>Consistently monitors learners' behavior to identify learner understanding.</p> <p>Clearly demonstrates response to or anticipates learner need for clarification.</p> <p>Offers alternative approach or explanation when learners clearly have difficulty grasping content.</p>	<p>Indicates that student asked question in chat area and responds.</p> <p>Repeats or clarifies question.</p> <p>Anticipates (using previous experience) what learners might ask (hypothetical question).</p> <p>Handles private chat room questions by generalizing (e.g., "Some of you might be wondering about...").</p> <p>Confirms learners understand response.</p>	<p>Ignores incorrect response from polled data.</p> <p>Fails to clarify correct answer.</p> <p>Restricts participants ability to ask questions, respond, or comment.</p>	<p>Discloses private chat room questions in such a way that learner is identified and therefore embarrassed.</p> <p>Ignores the learners.</p> <p>Dismisses inappropriately or ignores questions from learners.</p>

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Domain 4: Group Facilitation

Subdomain 4D: Motivation and Positive Reinforcement of Learners	Skills to: <ul style="list-style-type: none"> • Encourage and match learner achievement to learner and organizational needs and goals. • Determine and apply appropriate motivational strategies for individual learners. • Plan and use a variety of reinforcement techniques during training. • Engage and invite relevant participation throughout the session. 			
Score Value	4	3	2	1
<p>Examples of Candidate Performance for Each Score Value</p> <p>Virtual Classroom</p>	<p>Has learners use the application being demonstrated.</p> <p>Recognizes learning participation (e.g., thanks learner for "driving").</p> <p>Connects learner, learning objectives, and organizational goals throughout the lesson.</p> <p>Uses learner contribution to expand and further the learning experience.</p> <p>Employs a variety of strategies to motivate learners.</p>	<p>Effectively uses pacing to confirm learner involvement (e.g., all hands up and removed).</p> <p>Uses learners' names appropriately in recognition of success.</p> <p>Provided context for skill application, learning activity (e.g., how they might use it on the job).</p> <p>Connects new lesson content to learner knowledge.</p> <p>Appropriately acknowledges learner remarks.</p>	<p>Fails to motivate learners.</p> <p>Fails to engage all learners.</p> <p>Offers little encouragement to learners.</p> <p>Makes little connection to learner achievement or organizational needs.</p>	<p>Uses negative reinforcement.</p>

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Scoring Guide (Cont'd)

Domain 5: Evaluate the Training Event

<p>Subdomain 5A: Evaluation of Learner Performance during and at Close of Instruction</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Monitor learner progress during training. • Develop, select, and administer appropriate assessments that are in compliance with recognized and accepted measurement principles. • Gather objective and subjective information that demonstrates learner knowledge acquisition and skill transfer. • Compare learner achievements with learning objectives. • Suggest additional training or resources to reinforce learning objectives. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value Virtual Classroom</p>	<p>Alternates demo and practice, and then has final activity integrating tasks and sharing of application.</p> <p>Continually assesses learners through observation, questions, and learner responses or remarks.</p> <p>Uses multiple evaluation and assessment tools throughout the lesson.</p>	<p>Debriefs responses provided in polling questions.</p> <p>Verifies that correct information is input into application.</p> <p>Ensures learners are participating in the evaluation by reading questions aloud while learners are also reading.</p> <p>Observes learners in laboratory session (uses second screen).</p>	<p>Offers learners limited opportunity to show acquired knowledge or skills.</p> <p>Fails to monitor student performance (e.g., lab tools).</p>	<p>Fails to determine learner acquisition of knowledge.</p>

Virtual Classroom Trainer Exam (performance based)

Scoring Guide (Cont'd)

Domain 5: Evaluate the Training Event

<p>Subdomain 5B: Evaluation of Instructor and Course</p>	<p>Skills to:</p> <ul style="list-style-type: none"> • Evaluate the success of the course design, including modifications made during delivery. • Critique one's own preparation for and delivery of a training event. • Evaluate impact of external influences on the training event. • Evaluate the effectiveness of the training to meet the learning objectives. • Use evaluation results to adjust and improve one's own performance in next training event. • Prepare a report documenting end-of-course information. • Report recommended revisions and changes to existing materials and suggestions for new programs and activities, as appropriate. • Report information about learning, physical and virtual environments. • Submit reports to customers in accordance with contractual agreements or requests. 			
<p>Score Value</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Examples of Candidate Performance for Each Score Value Virtual Classroom</p>	<p>Offers an insightful reflection of complete submission from course, instructor, learner, and organizational perspectives. Cites specific evidence from the recording in the reflection.</p>	<p>Explains how learning objectives were met by identifying activities and learner actions on recording. Describes tools used to confirm objectives were met. Describes successful and unsuccessful instructor behaviors. If modifications to module were made to meet learner needs, evaluates success of modifications.</p>	<p>Offers superficial or incomplete description of attainment of learning objectives. Fails to link comments to observable behaviors on the recording. Blames software or lesson plan for poor delivery performance.</p>	<p>Offers irrelevant or inappropriate or inaccurate remarks. Fails to complete paperwork.</p>

Virtual Classroom Trainer Exam (performance based)

How are the Recordings/ Documentation Forms Scored?

Scoring judges are used to evaluate the recordings and the Documentation Forms. Each looks for clear evidence of each objective and awards a score based on the definitions provide in this handbook. They will not be counting the number of times a candidate does something. Instead, they will be judging, overall, how well the candidate performs the set of skills in each objective and how the needs of the specific lesson are met in relationship to the objectives.

Performance on each objective is assessed on a four-point scale:

- 4 — Outstanding
- 3 — Successful
- 2 — Limited
- 1 — Seriously Deficient

The specific criteria that describes how each of the four score points link directly to objective descriptions appear in the Scoring Guide beginning in this handbook

A score of 1 (seriously deficient) on any of the 12 competencies being assessed on the recording or on the Documentation Form will cause an automatic failure for the performance assessment. Depending upon the outcome from the first scoring judge, your tape may be scored by multiple scoring judges, each viewing and assessing the recording individually and independently of each other.

Who Scores the Recordings and the Documentation Forms?

To qualify as a CompTIA CTT+ scoring judge, the three following requirements must be met:

1. Must be an experienced instructor or professional trainer and must have mastered the CompTIA scoring Calibration Competencies.
2. Must attend CompTIA CTT+ scoring workshops to be thoroughly trained on the standards, and must attend recalibration sessions throughout the year.
3. Must demonstrate ability to score sample CompTIA CTT+ recordings and Documentation Forms accurately and fairly, according to the standards set by the CompTIA CTT+ committee.

As a group, the CompTIA CTT+ scoring judges are ethnically diverse, include both men and women, and have a variety of instructional backgrounds.

Statistical analysts continually monitor the scoring reliability of all the scoring judges. Any scoring judge who is not scoring reliably will receive additional training. However, because of the importance of CompTIA CTT+ certification, if a scoring judge cannot maintain the high-scoring standard required for this program, he or she will not be allowed to continue in the capacity as a CompTIA CTT+ scoring judge.

Virtual Classroom Trainer Exam (performance based)

Performance Based Exam recording Checklist for Quality Control

Before mailing the CompTIA CTT+ Performance Based exam recording, please use the Quality Control Measures checklist below. Remember that this is a certification examination and requires serious planning and preparation. The submission should be a demonstration of candidates' instructional practices presented in a 17 to 22-minute instructional module.

- Use a new, never-before-recorded CD or DVD for recording the instructional performance.
- Record several 17 to 22-minute instructional modules and select the one that provides the most effective demonstration of the instructional practices.
- Candidates should view the recorded performance chosen as the Performance based exam submission before mailing it for official scoring, and use the Scoring Guide to score their own performance. As the recording is viewed, ask the following questions:
 1. Are the required objectives clearly evident both audibly and visibly on the recording?
 2. Are the required objectives clearly evident in the Documentation Form?
 3. Did you review learning objectives and match them to learner and organizational needs? How?
 4. Did you create an environment conducive to learning? How?
 5. Did you select and implement delivery methods? How?
 6. Did you demonstrate instructional media? How?
 7. Did you demonstrate professional conduct and content expertise? How?
 8. Did you demonstrate effective communication and presentation skills? How?
 9. Did you establish and maintain a learner-centered environment? How?
 10. Did you use question types and techniques effectively? How?
 11. Did you address learner needs for additional explanation and encouragement? How?
 12. Did you motivate and reinforce learners? How?
 13. Did you evaluate learner performance throughout the training event? How?
 14. Did you evaluate trainer performance and delivery of course? How?
 15. Does the selected module have a beginning, middle, and ending?
 16. Are the objectives of the instructional module clearly stated?
 17. Is the instruction module organized?
 18. Are at least five (5) learner names visible in the attendee list?
 19. Are the learners actively engaged in the lesson?
 20. Is the sound quality clear and loud enough?
 21. Is there interference on the recording such as static, background noise on audio, key board noise?
 22. Is there no more than a maximum of one stop in the recorded performance? (If a second stop has been used, is the documentation of the need clear and complete in the paperwork?)
 23. Are any graphics used during the instruction legible?
 24. Is everything that you want the scoring judges to consider actually shown on the recording?
- Ask someone else to view the recording and assess it.
- Convert your recording to a digital format that can be uploaded. We highly recommend an MPEG, MPEG4 or FLV format.
- Create at least one backup recording of the submission. All submissions become the property of CompTIA and will not be returned to candidates.
- Make copies of all submitted documentation for record keeping purposes.

Virtual Classroom Trainer Exam (performance based)

The Skills Assessment

If choosing the option of mailing your CompTIA CTT+ Performance based exam submission, please use the checklist below to ensure that all required items have been completed and submitted. For convenience, candidates may print the required forms directly from the CompTIA CTT+ handbook.

Your Submission Should Include:

1. CompTIA Career ID Number/ Candidate ID Number (see note below)*. The ID starts with COMP.
2. The Recording in either MPEG, MPEG4, FLV.
3. Recording Submission Forms- Form A (for Virtual Classroom Trainer Exam (performance based) Submission)
4. Release Form, including all attendee names and email addresses shown in the recording—Form B (for Virtual Classroom Trainer Exam (performance based) Submission)
5. Email attachments of the acknowledgements of the attendees (as part of Form B) (for Virtual Classroom Trainer Exam (performance based) Submission)
6. Documentation Form—Form C (for Virtual Classroom Trainer Exam (performance based) Submission)
7. Photocopy of Valid Government Photo ID (drivers license, passport, etc.)
8. Photocopy of the score report issued to you at the test center upon completion of taking the CTT+ Essentials Exam (computer-based test). **(Do not send the original.)**
9. Payment Form D along with Check (US only) or money order (US Only) made payable to JTI, Inc (or) credit card authorization form (Form D) to cover examination fee as well as the processing fee for mailed in submissions (see “**Submission**”, above). If you are submitting your recording and documents by uploading them at the www.CTTSubmission.com, payment may be processed on a credit card, and the processing fee can be avoided.

*How to Get your CompTIA Career ID Number/ Candidate ID Number:

Please visit <http://certify.comptia.org>. Have your computer-based (knowledge) test score report handy to refer to some of the information contained therein. There will be instructions on how to log in. You will need to create your own password. Once you have verified/updated your demographic information, you will be given a CompTIA Career ID Number/ Candidate ID Number.

Please submit your recording and Supporting Documents to:

Please upload your recording and documents at www.CTTSubmission.com or send your recording for your region to the correct address listed in this document.

Scoring judges are used to evaluate the recordings and the Documentation Forms. They will be judging, overall, how well the candidate performs the set of skills in each competency and how the needs of the specific lesson are met in relationship to the competencies.

The submissions are scored within 2 to 3 weeks from the time of their receipt. Please e-mail any questions or comments to: questions@CTTSubmission.com.

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Retest Policy

CompTIA's Retake Policy has been established to outline conditions under which a candidate may retake a CompTIA certification test.

CompTIA addresses the following in the scope of this document:

1. Retake Policy
 - In the event that a candidate fails a CompTIA certification test
 - In the event that a candidate passes a CompTIA certification test
 - In the event that it is determined that a candidate violated CompTIA's Candidate Conduct Policy
2. Remedies for Violating the Retake Policy

IN THE EVENT THAT A CANDIDATE FAILS A COMPTIA CERTIFICATION TEST - RETAKE POLICY:

In the event that you fail your first (1st) attempt to pass any CompTIA certification examination, CompTIA does not require any waiting period between the first (1st) and second (2nd) attempt to pass such examination. However, before your third (3rd) attempt or any subsequent attempt to pass such examination, you shall be required to wait for a period of at least thirty (30) calendar days from the date of your last attempt to pass such examination.

- a. CompTIA beta examinations may only be taken one (1) time by each candidate.
- b. A test result found to be in violation of the retake policy will not be processed, which will result in no credit awarded for the test taken. Repeat violators will be banned from participation in the CompTIA Certification Program.

IN THE EVENT THAT A CANDIDATE PASSES A COMPTIA CERTIFICATION TEST - RETAKE

POLICY: In the event that any candidate passes any CompTIA certification test, such candidate shall be required to wait for a period of twelve (12) calendar months before retaking the same CompTIA certification test, unless CompTIA has changed the test objectives for such test.

IN THE EVENT THAT IT IS DETERMINED THAT A CANDIDATE HAS VIOLATED COMPTIA'S CANDIDATE CONDUCT POLICY - RETAKE POLICY:

If it is determined that a candidate has violated CompTIA's Candidate Conduct Policy, such candidate may not be eligible to register and/or schedule any CompTIA certification test for a minimum period of twelve (12) calendar months from the date of such determination, if determined necessary or appropriate by CompTIA based upon the seriousness of the incident or violation.

Remedies for Violating the Retake Policy

Any candidate determined by CompTIA to have violated CompTIA's Retake Policy shall, if determined necessary or appropriate by CompTIA based upon the seriousness of the incident or violation:

- (a) be denied CompTIA certification for the applicable CompTIA certification test for a minimum period of twelve (12) calendar months from the date of such determination;
- (b) have the CompTIA certification for the applicable CompTIA certification test revoked, if such certification was previously granted by CompTIA;
- (c) have all other CompTIA certifications previously granted to such candidate revoked;
- (d) not be eligible to receive any CompTIA certification for a minimum period of twelve (12) calendar months from the date of such determination; and/or
- (e) be subject to any and all other appropriate action, including legal remedies, that CompTIA deems necessary or appropriate to enforce CompTIA's Retake Policy.