

CompTIA CTT+ Certification Examination Objectives

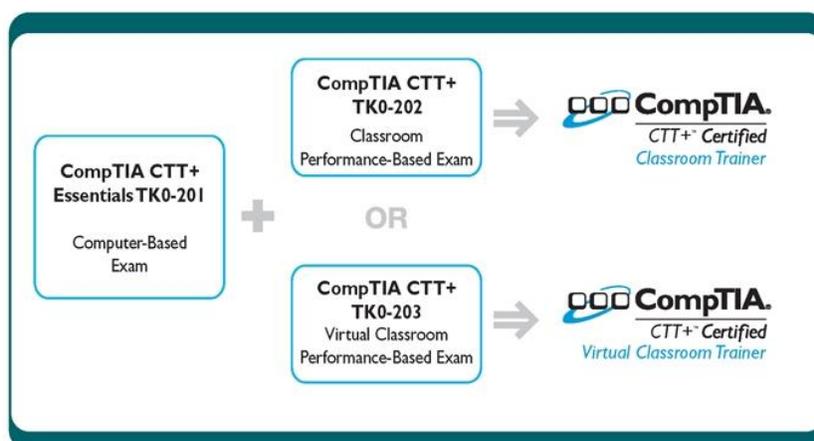
Introduction

The CTT+ certificate is a cross-industry credential providing recognition that an instructor has attained a standard of excellence in the training industry. The examinations are based on a set of objectives designed to measure the core knowledge and skills that competent instructors must demonstrate to complete an instructional assignment successfully both in a classroom and a virtual classroom environment.

This cross-industry certification is available to all training professionals. The CTT+ Program was created to eliminate redundancies among various instructor certification programs in computer training and education.

While it is significant that the computer industry is the first to endorse the CTT+ Program, the wider impact is that the certification can be applied to all industries that provide technical training, non-technical training and education.

To earn the CTT+ designation, candidate must pass both a computer-based test (CTT+ Essentials TK0-201) that assesses knowledge and a Performance Based exam (TK0-202 or TK0-203) in which the candidate demonstrates prescribed skills.



Candidates interested in earning CompTIA CTT+ with the Classroom Trainer designation will take the CompTIA CTT+ Essentials (CompTIA CTT+ TK0-201) and then submit a video recording of a classroom training session (CompTIA CTT+ TK-202) and be evaluated and scored by certified scorers.

Candidates interested in earning CompTIA CTT+ with the Virtual Classroom Trainer designation will take the CompTIA CTT+ Essentials (CompTIA CTT+ TK0-201) and then submit a recording, (via a file on CD/DVD) of a virtual classroom training session (CompTIA CTT+ TK0-203) and be evaluated and scored by certified scorers.

Trainers can be CompTIA CTT+ certified with both designations by taking CompTIA CTT+ Essentials TK0-201 and then completing both CompTIA CTT+ TK0-202 and TK0-203 performance-based exams.

The CTT+ Essentials portion of the exam is in the conventional linear format. There are 95 questions on the exam and the candidate has 90 minutes to complete the exam. The CTT+ Essentials exam is available in English, German and Japanese; the Classroom Trainer Performance Based exam recording can be submitted in English, Spanish, German or Japanese; the Virtual Classroom Trainer Performance

Based exam recording can be submitted in English only. (See the CTT+ Candidate Handbook for Performance Based exam requirements). The recording for the performance based exam should be at least 17 minutes, and no more than 22 minutes in duration.

The table below lists the domains measured by this examination

CompTIA CTT+ Certification Domains	% of Exam*
1.0 Planning Prior to the Course	13%
2.0 Methods and Media for Instructional Delivery	14%
3.0 Instructor Credibility and Communications	10%
4.0 Group Facilitation	45%
5.0 Evaluate the Training Event	18%

* All percentages are approximate and are subject to change.

Please note that CTT+ objectives cover both Classroom and Virtual Classroom Trainer Certification. The examples included within the sub-domains represent classroom, virtual classroom or both environments.

DOMAIN 1: PLANNING PRIOR TO THE COURSE

1A: Review of Organizational Needs and Learners' Backgrounds in Relationship to Course Objectives

Knowledge of:

- Key content points likely to cause learner questions
- Points in the content where learner resistance may occur
- Objectives and information not specified in the materials but desired by the client or learner
- Types of needs assessments, such as surveys or interviews with trainees supervisors
- Situations in which it is appropriate to modify learning materials and delivery tools based on commonly accepted practice or theory
- Techniques used to adjust instructional activities to meet the needs of the group and the situation
- Learning objectives to ensure that content and design retain their original integrity
- Content, audience, and/or situation requirements that are learner centered, rather than instructor centered
- Techniques to ensure that an adequate range of learner characteristics have been addressed (for example, conduct audience analysis)
- Instructional design techniques to create customized training
- Available instructional resources and delivery tools in classroom or virtual session room

Skills to:

- 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.

1B: Instructional Environment in Relationship to Learning Objectives

Knowledge of:

- Logistical needs prior to the instructional session (for example, dates of the offering; how materials will be provided (ship to learner or site, send instructions and link to download, space arrangements; adequacy of the facility; equipment; materials; learner registrations; pre-course assignments. For Virtual trainer, this would include creating a session room, sending login instructions to users, setting user privileges, loading and testing session materials, testing all equipment).
- Logistical needs after the instructional session (for example, equipment and materials are returned, discarded, or made available for their next use; facilities are left in an acceptable condition; problems with the facility, equipment, furniture or materials are communicated to appropriate authorities. For Virtual Trainer, this

includes stopping recording, saving files, closing session rooms, running attendance reports, updating learner status, document session, follow up on technical problems)

- Optimal seating arrangements to provide a viable learning environment consistent with the instructional design
- Optimal virtual arrangements to provide a viable learning environment consistent with the instructional design (for example, network connection, tool capability to handle audience size, system check)
- Optimal organization of learner supplies, references, and materials (for example, neatly organized and located at each learner's seat or at a convenient central location. For virtual trainer, consolidate emails and files sent to participants.)
- Equipment set up techniques that ensure a safe environment (for example, computer terminals; video monitors; power cords, learner emotional safety, for example, appropriateness of chat)
- Physical environmental needs to maximize learner comfort and safety (for example, ventilation; temperature; lighting; sound; noise; cleanliness; location of restrooms, telephones; rules for smoking; dress and conduct requirements)
- Virtual environmental needs to maximize learner comfort and safety (for example, distractions, popup windows, background noise, mute rules, quiet work zone use do not disturb sign,
- Corrective actions that should be communicated to appropriate authorities (for example, assessment of environmental problems that need to be corrected)

Skills to:

- 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 is comfortable both physical and virtual (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, loss of connection, some users not able to view materials).

DOMAIN 2: METHODS AND MEDIA FOR INSTRUCTIONAL DELIVERY

Skill 2A: Selection and Implementation of Instructional Methods

Knowledge of:

- Instructional methods as described by course designers
- Pros and cons of each instructional method
- Learning styles associated with adult-learning theory (Malcolm Knowles)
- Learning styles such as auditory, kinesthetic, visual
- Various learning styles for technical learners
- Various learning methods for non-technical content
- Techniques for delivering instruction in a classroom environment
- Techniques for delivering instruction in a technology-delivered environment (computer-lab)
- Techniques for delivering instruction in a virtual environment

Skills to:

- 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.

2B: Use of Presentation and Instructional Media

Knowledge of:

- Types of media that can be used to support and enhance instructional delivery (for example, a graphic display; text display; handouts, shared computer applications, graphics files supported by the specific virtual classroom software)
- Types of media that support and enhance content needs
- Pros and cons of each media type
- Technology limitations associated with e-learning (for example, use of video where Low bandwidth slows delivery and access to websites that are blocked for some organizations)

Skills to:

- 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

DOMAIN 3: INSTRUCTOR CREDIBILITY AND COMMUNICATIONS

3A: Instructor Delivery Competence and Content Expertise

Knowledge of:

- Personal conduct acceptable to clients and learners (for example, timeliness, clothing, grooming, appropriate use of humor and/or language are appropriate to the learners and situation)
- Acceptable manners and behaviors for learners
- Consistency of values and actions is demonstrated; responsibility is accepted where appropriate without blaming or belittling others, the learning materials, or management (acceptable self-disclosure techniques)
- Instructional content (course material)
- How learners use course content post-training (analysis of the business needs)

Skills to:

- 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.

3B: Instructor Communication and Presentation Skills

Knowledge of:

- Grammar and syntax (for example, arrangement of words and sentences logically; proper use of vocabulary)
- Colloquialisms, technical terms, acronyms, and organizational jargon used for clarification at the appropriate level for the content and the group
- Use of voice (for example, tempo; rhythm; volume; inflection; rate of speech, use of Audio optimization options)
- Vocalization (for example, avoidance of distracting expressions and utterances)
- Nonverbal communication (for example, eye contact, gestures, silence/pauses, body movement, and facial nuances are used to emphasize and clarify content points)
- Technical non-verbal tools such as emoticons

Skills to:

- 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 orientate learners and link key learning points.

DOMAIN 4: GROUP FACILITATION

4A: Establishment and Management of a Learner-Centered Environment

Knowledge of:

- Group dynamics
- Group development phases (e.g. Cog's ladder or Tuckman's model-“forming, storming, norming, performing”)
- Group facilitation techniques (e.g. Block's process-consultation)
- Techniques to engage learners (for example, present, show, question, elicit, personalize, participate)

Skills to:

- 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

4B: Promotion of Learner Engagement and Participation

Knowledge of:

- Active listening techniques
- Types and uses of questions (e.g. Merrill)
- Pros and cons of each type of question (e.g. Gagne)
- Cognitive levels (e.g. Bloom's taxonomy)
- Frequency of elicitation and interactions (avoid student multitasking during sessions)
- Understand the value of social learning

Skills to:

- 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

4C: Assessment of Learners' Needs for Additional Explanation and Encouragement

Knowledge of:

- Tools and techniques for determining learners' need for clarification (e.g. body language, learner questions or comments, asking learner to perform the application, emoticons, polling/surveying/quizzing, private chat)
- Techniques for providing positive and negative feedback

Skills to:

- 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

4D: Motivation and Positive Reinforcement of Learners

Knowledge of:

- Theories of learner motivation (for example, goal orientation; activity orientation; learning orientation)
- Personality and learning style differences of learners
- Relevance of learning to job requirements
- Techniques for motivating learners (for example, praise, rewards, access to the application)

Skills to:

- 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

DOMAIN 5: EVALUATE THE TRAINING EVENT

5A: Evaluation of Learner Performance during and at Close of Instruction

Knowledge of:

- Performance assessment methodology
- Need for multiple observations and evaluations of each learner
- Need for the same evaluation standards across learners
- Evaluation techniques including both formative and summative
- Post-course support methods to communicate with learners

Skills to:

- 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.

5B: Evaluation of Instructor and Course

Knowledge of:

- Methods to evaluate instructional delivery
- Types of evaluation (e.g. Kirkpatrick's levels of evaluation)
- Legal requirements associated with preparing reports on learners
- Organizational requirements for end-of-course reports
- required record-keeping of individual learner activity and behavior, such as attendance

Skills to:

- 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.