

A Strategy for Pursuing Performance Excellence in Education and Training

2011 and Beyond

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Today's Objectives

- You will be able to:
 - **Summarize** our strategic objective for training;
 - **Identify** the three standards we're using and know why they were selected;
 - **Explain** Bloom's Taxonomy for different levels of learning;
 - **Define** the ADDIE model for developing training; and
 - **Articulate** steps that we've taken towards our goal.



Weights & Measures Division

- Strategic Objective: Become known nationally and internationally as the leader in training for weights and measures administrators, metrologists, field inspectors and related industry personnel.

to ensure performance excellence and adherence to nationally and internationally recognized educational and training system benchmarks and employee certification criteria.

- Collaborate with government agencies, professional associations, and standards development organizations to achieve this vision and exceed customer requirements.



Input: What does success look like?

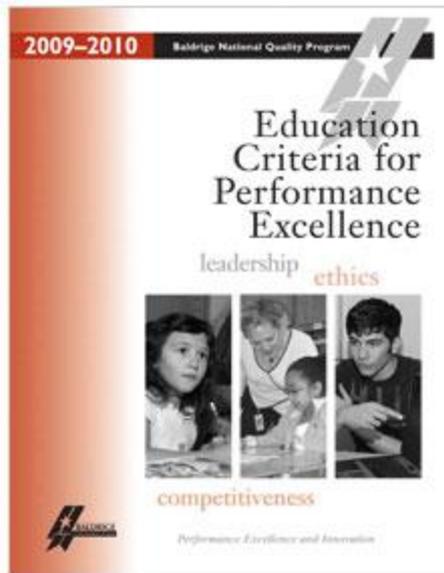
- Asked for internal and external input
 - Collected a list of “success factors”
- Implement
 - Baldrige Educational Criteria framework;
 - ANSI/IACET Authorized Provider *standard; and*
 - *Portions* of ISO/IEC 17024 Personnel Certification



Baldrige Performance Excellence Program

Education Criteria for Performance Excellence

7 Categories

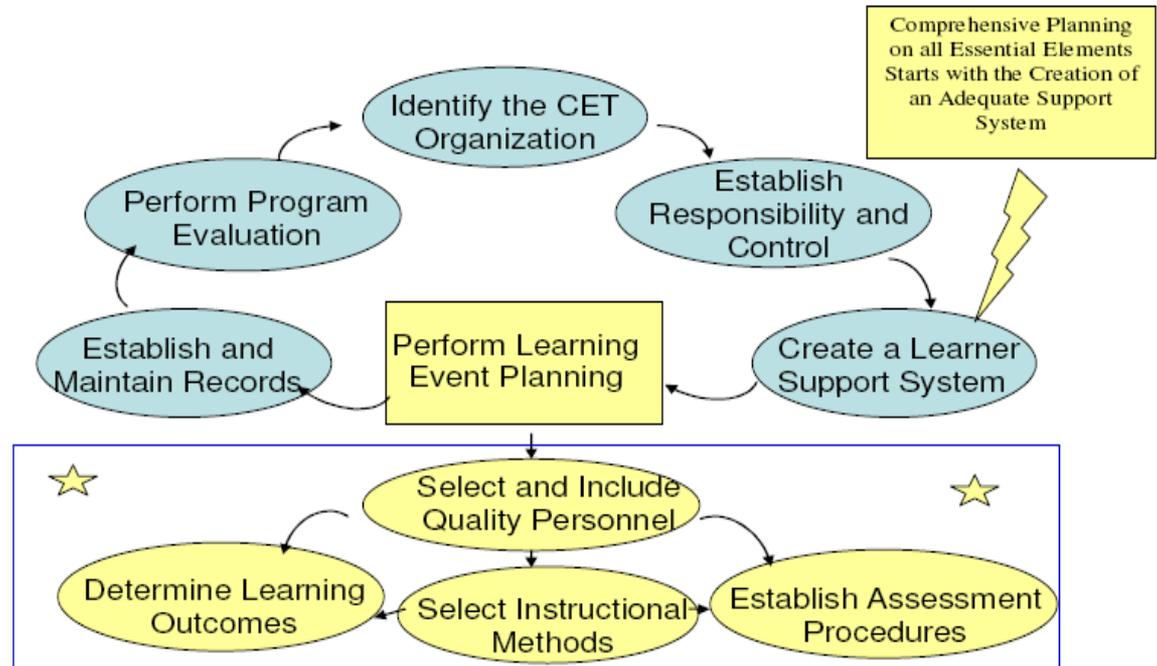




ANSI/IACET

- Standard for continual improvement in education and training
- Recognizes “Authorized Providers”
- 10 Major Categories
 - 36 Sub-Categories

Quality Learning Process





ISO/IEC 17024: 2003

- **Conformity assessment - General requirements for bodies operating certification of persons**
- Specifies requirements for a body certifying persons against specific requirements, including the development and maintenance of a certification scheme for persons.
- The issues that ISO 17024 tackles can be summarized as:
 - Defining what it is you examine (the competencies)
 - Knowledge, skills and personal attributes
 - ***Examination must be independent***
 - Examination must be a valid test of competence

Where competency is typically described as:

“The demonstrated ability to apply knowledge, skills and attributes”

“From Bloom’s to Assessment”



Assessments

Multiple Choice
True/False
Matching
Fill in Blanks
Short Answer
Games

Essay/Reports/Paper
Practical Exercise
Case Studies

Role Play
Learning Portfolio
Simulation

Activities

Questions
Discussion
Review
Test
Assessment
Reports
Learner
Presentations
Writing

Exercises
Practice
Demonstrations
Projects
Sketches
Simulations
Role Play
Micro teach

Problems
Exercises
Case Studies
Critical
Incidents
Discussion
Questions
Test

Projects
Problems
Case studies
Creative
exercises
Develop plans
Constructs
Simulations

Case studies
Projects
Exercises
Critiques
Simulations
Appraisals

Evaluation

Judge
Appraise
Evaluate
Rate
Compare
Value
Score
Revise
Select
Choose
Assess
Estimate
Measure
Justify
Defend

Lecture
Visuals
Video
Audio
Examples
Instructions
Analogies

Comprehension

Restate
Discuss
Describe
Explain
Express
Identify

Application

Interpret
Apply
Employ
Use
Calculate
Estimate
Illustrate
Operate
Schedule

Analysis

Distinguish
Analyze
Differentiate
Appraise
Calculate
Experiment
Test
Compare
Contrast
Criticize
Diagram
Inspect
Debate
Inventory
Question
Relate

Synthesis

Compose
Plan
Propose
Design
Formulate
Arrange
Collect
Construct
Create
Set up
Organize
Manage
Prepare

Knowledge

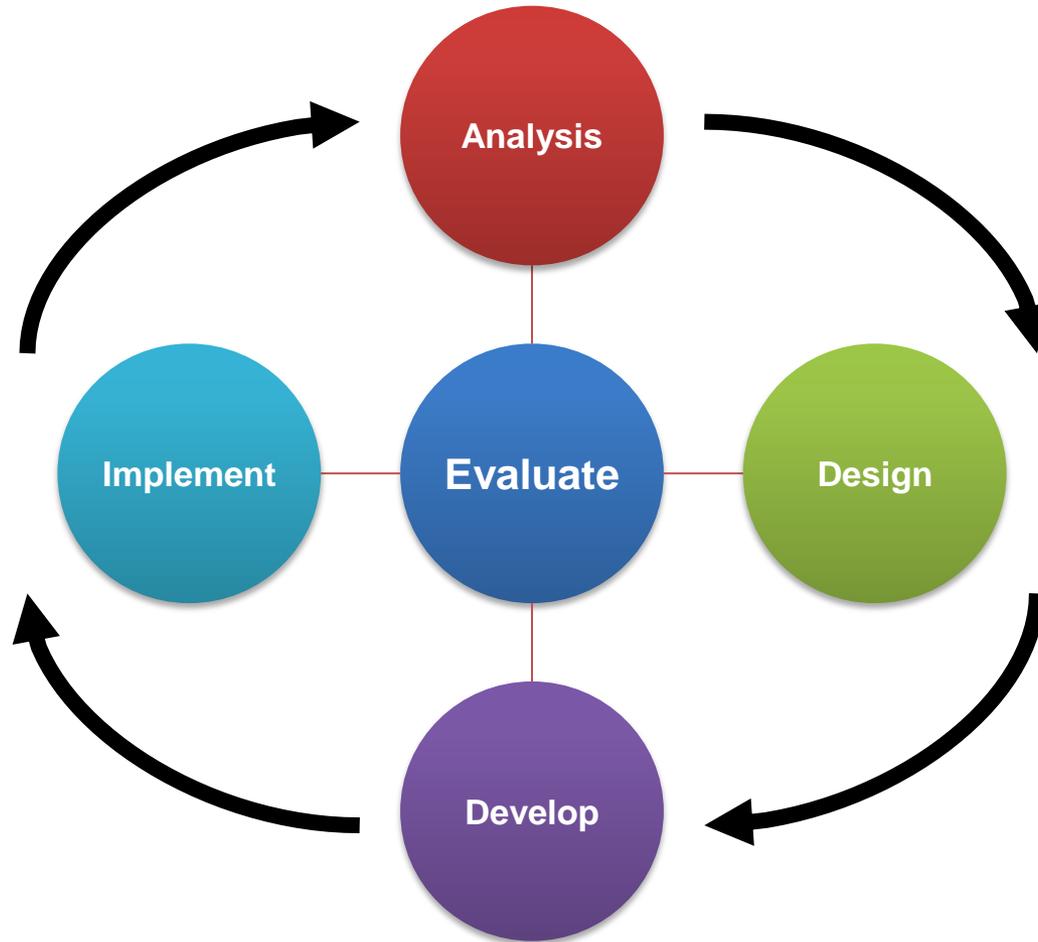
Define
Repeat
Record
List
Recognize

Bloom’s Cognitive Levels

ADDIE

Instructional System Development (ISD)

e.g., Learning Event Process





Standards versus “Success Factors”

GAP = not mentioned as a Success Factor

Example Crosswalk Assessment:

Process	Customer Input	Baldrige	ADDIE	IACET	ISO/IEC 17024	Measure of Success - Staff Input & GAPS
Yes		1,1, 1.2		1.1, 1.2		Define the management of a process to achieve the long-term objective
GAP		1.1, 1.2		1.1, 1.2	4.2,	<i>Organizational structure, mission, goals, and personnel are identified</i>
		1.1, 1.2		1.1, 1.2		Have a “dean” to oversee the program to ensure overall success of the effort vs individual groups.

Yes,
Communication
s, Marketing

Yes 3.1

Implementa-
tion

3.4

Customers know what training we offer and when, how to access it, what the prerequisites are and what the learning objectives are. (informed customers)



2010 Efforts

- 2010 Tasks:
 1. Professional development (in-house staff training)
 2. Identify appropriate *Standards*
 3. Identify “Success Factors” (staff and stakeholders)
 4. Crosswalk: *Standards vs Success Factors*
 5. Identify and begin documenting related *Processes*
 6. Learning from Others (Best Practice visits/talks)
 7. Identify gaps of the standards vs what we have in place
 8. Identify constraints
 9. Propose 2011 priority actions
 10. Propose longer-term Roadmap



2011 Efforts

- Continue professional development of staff
- Implement a Partnership agreement for training
- Standardize our course evaluation process and comply with IACET standards
- Participate in an IACET workshop
- Continue documentation of processes
- Work to minimize constraints



Long Term

- Use the three standards selected to continue progress
- Measure results
- Customer focus



Review

- Strategic Objective: Become known nationally and internationally as the leader in training for weights and measures administrators, metrologists, field inspectors and related industry personnel.
- Baldrige, ANSI/IACET, ISO/IEC 17024
- Six Levels of learning from Knowledge to Evaluation
- Analyze, Design, Develop, Implement, Evaluate
- Professional development, Processes, Gap analysis, (others)

Questions?

