

# Developing EMS Teachers A Model for Kansas EMS

Educator Development Task Force  
Subcommittee on Initial Educator Development  
June 4, 2009

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### Regional EMS Presidents Work Group

There were substantive disagreements about the details of certain components of this proposal when it was initially presented. In an effort to move this process forward, the six regional councils met several times to work through the disagreements to find solutions acceptable to the regional representatives at the table. This document reflects those changes. The people involved in this process were:

Kerry McCue Vice President Region I EMS Council	Jeff Langraf President Southwest Kansas EMS	Ralph Classen, Chair Region Designee Southwest Kansas EMS
Jon E. Friesen Chairman Region III EMS Council	Terry David Executive Director Region III EMS Council	Dave Beam President Region IV EMS Council
John Hultgren Region Designee Region IV EMS Council	Tim Stamm Region Designee Region V EMS Council	Chris Way President Region VI EMS Council

### Executive Summary

The Educator Development Task Force (EDTF) was assigned the task of reviewing and redrafting the process by which training officers and instructor/coordinators are developed in Kansas. In order to accomplish this work in a timely fashion, the EDTF appointed a sub-committee to review and redraft the process considering eight different components: educator structure, curriculum, pre-requisites, mentoring processes, course approval processes, recertification criteria for educators, and evaluation of effectiveness. Given these objectives, the sub-committee recommends that the hierarchical structure be replaced with a process that provides support between levels. Training Officer (TO) 1 and 2 merge to become "trainers" and this level will not be approved to conduct initial education. Instructor/Coordinators become "educators", with designations of provisional and mentoring added to the description. These changes mark the foundation for improving course curricula which is modeled on the National Association of EMS Educators course, streamlining course approval processes, redrafting the prerequisites, and forming a process by which meaningful evaluation of instruction can take place. All of these changes were considered in the context of a geographically large and diverse state where the needs of one community may be significantly more complex than another. In the end, the changes recommended are targeted at balancing these differences against the desire for sound educators doing sound education.

### Sub Committee Goal and Objectives

The EDTF Sub-committee on the development of Kansas EMS Educators was assigned to work on the following goal and objectives:

#### Goal:

To foster trends in EMS education and assist the Kansas Board of EMS in the development of regulations that meet the current needs of EMS educators.

#### Objectives:

1. Analyze, develop and recommend change in educator structure.
2. Analyze, develop and recommend change in educator curriculum.
3. Analyze, develop and recommend change in educator prerequisites.
4. Analyze, develop and recommend change in educator mentoring processes.
5. Analyze, develop and recommend change in course approval processes.
6. Analyze, develop and recommend change in educator recertification.
7. Design and recommend mechanisms for evaluating educator effectiveness.
8. Develop position descriptions for the levels identified in the document.

#### Considerations:

The sub-committee worked under the following considerations as they developed this proposal.

1. Solutions needed to be based on sound educational principles, not on our own bias or opinion.
2. Solutions needed to be considered that allowed for flexibility on the part of the institution administering the course as well as the student taking the course.
3. When possible, the content and structure should take advantage of existing National standards and trends.
4. The proposal should be developed in a way that allows it to be dynamic as the landscape of EMS education changes.
5. The proposal should take into account the needs of all areas of the state.

**RECOMMENDATIONS**

**Educator Structure**

The sub-committee proposes an educator structure as outlined in the following five (5) designations, three (3) of which are certification levels:

**TRAINER**

Training Officer 1 and 2 should be replaced with trainers. The trainer level of instructor is designed to teach continuing education courses. The sub-committee recognizes that continuing education is a significant need within the state. Not only from the standpoint of fulfilling mandatory recertification clock hours; but more importantly from the aspect of meeting the training and education needs of the local service.

**PROVISIONAL EDUCATOR**

This level is assigned upon completion of the initial course of instruction for Educator, but prior to the completion of the post course objectives. The provisional educator may teach an initial course of instruction under the guidance of a mentoring educator. Provisional educators have specific outcomes that must be met during their practicum.

**EDUCATOR**

This replaces the Instructor/Coordinator level currently in place. Educators are allowed to teach both continuing education as well as initial courses of instruction - up to and including their level of certification.

**MENTORING EDUCATOR**

This individual is an experienced educator with a higher level of formal education and/or experience in teaching. Mentoring educators are held to a higher standard and agree to remain involved in the mentoring and coaching of provisional educators, educators, and trainers. The mentoring educator level is designed to identify those with the will and capacity to mentor and coach other trainers and educators. Mentoring educators are also allowed to teach both continuing education as well as initial courses of instruction - up to and including their level of certification. These individuals will be identified and selected by the Board of EMS.

## INSTRUCTIONAL FACILITATOR

This level of recognition applies to those persons who will be monitoring and guiding provisional and mentoring educators in their mentoring process. These persons need not be certified attendants, but must be persons who are familiar and practiced in the areas of education, conflict resolution, and mentoring/coaching. These individuals will be identified and selected by the Board of EMS.

### System versus Structure

Rather than thinking of the four levels in a hierarchical frame, it is better to view them in the context of a system. Using a Holon diagram we show a model that is simultaneously a whole and individual parts. In this diagram, each level of instructor is independent yet builds on the previous level.

These parts relating to the whole provides for a system approach; thus, the rationale for our proposal. By creating components (parts) that have specific functions that occur independently when necessary, we produce a system process that benefits EMS education needs in all forms.

The foundational part of the system is the trainer, which forms the basis for the work of each level. (See figure 1)

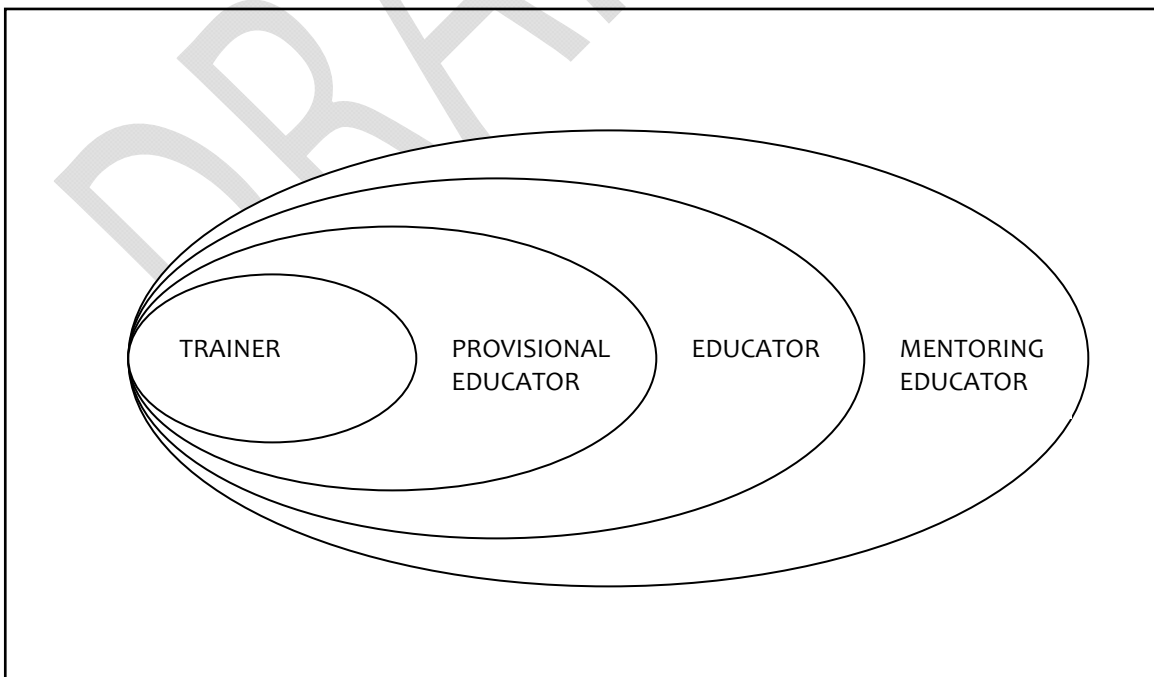


Figure 1: EMS Instructional Levels and Relationship

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As one progresses into the deeper levels of instruction, they move through the provisional educator status to educator; and once firmly established as an educator and with additional education or experience can move into a mentor role as a mentoring educator to support the other elements within the system.

This systemic approach seeks to solve several problems that the sub-committee, after much discussion, came to understand with the current structure of Training Officer (TO) 1, TO 2, and Instructor/Coordinator. These problems were identified as follows.

- A. The regulatory requirements for the curriculum for the training officer classes are outdated. Variances are not an option for the Board of EMS to grant unless there is a hardship. Educational variances do not meet this criteria and this creates a disconnect between the teaching and the testing of these levels.
- B. Many localities have used TO 1 and TO 2 as criteria for merit pay increases or promotion. This has been a part of creating a large training officer corps that has a diminished interest in actually teaching.
- C. TO 2 has been given the authority to teach first responder classes. This was done to cover for a lack of available instructor coordinators. While it has created some first responder class opportunities that may not have occurred otherwise, there have been concerns about the ability of the TO 2 to teach and coordinate at the level necessary to ensure good outcomes.
- D. There is disparity between the TO 1 and 2 and the Instructor/Coordinator levels about what information is applicable to them in their educator continuing education.

## **Curriculum**

### A Word About NAEMSE

Much discussion centered on the National Association of EMS Educators curriculum for EMS educators. This was a predominate theme in the survey results. The committee felt that it was important to understand the ramifications of tying our educator development to this program and research was done. NAEMSE is not willing to release their program to an outside entity. They require a minimum of 40 to 50 students to make a program occur. Kansas cannot afford to be held to this requirement in our educator development. The sub-committee did include the basic content areas of the NAEMSE program in the curricula below and encourage the use of the NAEMSE text as a resource in developing Kansas EMS educators.

### Board Direction to Approach

The Board of EMS must make a fundamental decision about the approach to curriculum for educator development. One route is to develop a standard curriculum

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that is used by any agency that conducts educator or trainer classes. A second approach is to develop set guidelines and outcomes that must be used to teach the course.

Choosing the standard curriculum will result in an upfront cost of development. However, a standard curriculum can assure some level of consistency in the education process. The downside is that a standard curriculum can limit the amount of creativity and flexibility allowed.

Choosing an approach of guidelines and outcomes will allow for less initial expense in the development, but will require time, energy, and money to develop a valid and reliable assessment process that can be conducted by a independent party (other than the teaching institution.)

### Content

The following represent the topical areas suggested for each level of EMS educator:

#### TRAINER

Trainer courses will include three elements.

1. Education module
  - a. Attributes of Effective Instructors
  - b. EMS Educator Roles
  - c. Principles of Adult Learning
  - d. Learning Styles
  - e. Diversity
  - f. Learning Environments
  - g. Domains of Learning
  - h. Goals and Objectives
  - i. Lesson Plans
  - j. Legal Issues for Educators
  - k. Audiovisual Basics
  - l. Teaching Methods
  - m. Teaching in the Three Domains
  - n. Tools for Learning in Individual, Small Group, and Large Group Settings
  - o. Principles of Evaluation
  - p. Using Written Evaluation Tools
  - q. Practical Skill Evaluation
  - r. Remediation
2. Kansas Rules and Regulations Module
  - a. State Statutes affecting Educational Processes
  - b. State Regulations affecting Educational Processes

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- c. Kansas Board of EMS Administrative Education Processes
3. Continuing Education Enrichments Module
  - a. All C.E. Enrichment courses currently available in Kansas

The Education Module may be by-passed if the applicant can verify one of the following:

- A. NAEMSE Educator Course with successful completion.
- B. Fire Service Instructor 1, Fire Service Instructional Methodology, or Law Enforcement Instructor certificate showing successful completion.
- C. Education Degree (Bachelor or higher) from a recognized and Accredited Post Secondary Academic Institution with contemporary knowledge of educational concept and practice.

### EDUCATOR

While the topic areas seem largely the same as the TRAINER curriculum, the Educator course will contain a greater depth of study of the content areas than the TRAINER course. The Educator course will consist of four elements:

1. Education module.
  - a. Attributes of Effective Instructors
  - b. EMS Educator Roles and Responsibilities
  - c. EMS Educator Administrative Issues
  - d. Principles of Adult Learning
  - e. Learning Styles
  - f. Diversity and Cultural Awareness
  - g. Learning Environments
    - i. Teacher centered
    - ii. Learner centered
    - iii. Subject centered
  - h. Domains of Learning
    - i. Cognitive
    - ii. Psychomotor
    - iii. Affective
  - i. Field and Clinical Learning
  - j. Goals and Objectives
  - k. Lesson Plans
  - l. Critical thinking instructional processes
  - m. Legal Issues for Educators
  - n. Ethical Issues for Educators
  - o. Audiovisual Basics
  - p. Teaching Methods
  - q. Presentation styles
  - r. Facilitation Techniques

- s. Teaching in the Three Domains
    - i. Cognitive
    - ii. Psychomotor (Kansas Enrichment)
    - iii. Affective
  - t. Tools for Learning in Individual, Small Group, and Large Group Settings
  - u. Principles of Evaluation
    - i. Reliability
    - ii. Validity
    - iii. Inter-rater Reliability
  - v. Developing and Using Written Evaluation Tools
  - w. Practical Skill Evaluation
  - x. Remediation and Remediation Processes
  - y. Students
    - i. Games people play
    - ii. Learnertainment
    - iii. Motivation issues
    - iv. Discipline
  - z. Communication and Feedback
  - aa. Leadership Development
  - bb. Course Design Process
2. Kansas Rules and Regulations Module (Mandatory)
- a. State Statutes affecting Educational Processes
  - b. State Regulations affecting Educational Processes
  - c. Kansas Board of EMS Administrative Education Processes
3. Continuing Education Enrichments Module (Mandatory)
- a. All C.E. Enrichment courses currently available in Kansas
4. Practicum and Mentoring Module (Mandatory)
- a. Demonstrate ability to administrate initial course of instruction.
  - b. Demonstrate ability to teach in all domains.
  - c. Demonstrate ability to mentor and coach students.
  - d. Demonstrate ability to self critique and show improvement.

The Education Module may be by-passed if the applicant can verify one of the following:

- a. NAEMSE Educator Course with successful completion.
- b. Fire Service Instructional Methodology from the National Fire Academy.
- c. Education Degree (Bachelor or higher) from a recognized and Accredited Post Secondary Academic Institution with contemporary knowledge of educational concept and practice.

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### MENTORING EDUCATOR

The Mentoring Educator must be a Kansas certified Educator who has completed the requirements for appointment:

Base requirements:

1. Must have taught five (5) initial EMS courses of instruction with successful outcomes and a minimum of 1,000 clock hours of documented instruction.
  - a.  $\frac{1}{2}$  of the 1,000 clock hours must be EMS education. The remaining  $\frac{1}{2}$  of the 1,000 clock hours may be teaching in another discipline as approved by the Board. All teaching must be documented by a third party source.
  - b. Successful outcomes as defined in the evaluation section of this document.
2. No current or past Board of EMS discipline or summary agreements in the past five (5) years.
3. Must be willing to mentor and actively demonstrate capacity to coach and mentor other trainers or educators.

AND

4. Make application to the Board of EMS for appointment as a mentoring educator via one of three approved mechanisms. The Kansas Board of EMS will appoint a panel to review all applications for mentoring educator and to make recommendations for appointment or denial. The three approved mechanisms are:
  - a. Possess a Bachelor degree or higher from an accredited post secondary institution, or
  - b. Possess a Certified Professional in Learning Processes (CPLP) certificate from the American Society for Training and Development or other professional trainer certification that meets the criteria for the ASTD CPLP course, as assessed by the Kansas Board of EMS, or
  - c. Petition for permanent appointment based on teaching experience. This pathway will be allowed for five years following implementation of this change. Applicants will use a Kansas Board of EMS approved application process to validate experience. After the five year mark from inception of this program, this mechanism will no longer be allowed and all candidates for appointment must either obtain a Bachelor's degree or CPLP (or equivalent) certification. Experiences considered for appointment should be well documented and will include:
    - i. Applicant's experience in EMS instruction
    - ii. Professional references
    - iii. Personal learning endeavors (EMS and Non-EMS related)
    - iv. Resume

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- v. Diplomas, certificates, awards
- vi. Disposition of past student involvement in EMS
5. Persons desiring designation as a Mentoring Educator must submit an application to the Kansas Board of EMS for approval.
6. All candidates for mentoring educator will submit to an interview by a Board of EMS appointed selection panel.

## **INSTRUCTOR POSITION DESCRIPTION AND PREREQUISITES**

The sub-committee has established the following pre-requisites for each level of instructor.

### **TRAINER**

Role:

To serve as the key people who ensure that continuing education hours are available to technicians across the state and at all levels of attendant. Trainers supplement educators in the initial education process through supportive instructor roles such as skills instruction and subject matter expert teaching.

Responsibilities:

- Conduct, teach, and coordinate continuing education classes within their scope of practice.
- Assist educators in initial instruction courses.
- Complete and maintain state required paperwork and records.

Qualifications/Prerequisites:

- Current Kansas certification or licensure as an EMT or higher; this includes RN, APRN, PA, MD, and DO.

### **EDUCATOR**

Role:

To serve as the key people who teach initial courses of instruction and continuing education courses. Educators support trainers and training processes by providing both instruction and assistance to technicians and trainers.

Responsibilities:

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- Conduct, teach, and coordinate initial and continuing education courses within their scope of practice.
- Support continuing education by serving as a resource to trainers.
- Complete and maintain state required paperwork and records.

### Qualifications/Prerequisites:

- Current Kansas certification or licensure as an EMT or higher; this includes RN, APRN, PA, MD, and DO.
- Substantive patient contacts:
  - 100+ (may be obtained in the field or in a clinical setting), and
  - Minimum 2 years of experience as an EMT or higher.

## **MENTORING EDUCATOR**

### Role:

Mentoring Educators serve as mentors for both provisional educators and educators who, for whatever reason, have been identified as being in need of remediation. This level of educator works from a solid foundation of educational understanding and experience. The Mentoring Educator may serve as an instructional facilitator (covered in another section of this manual).

The Mentoring Educator serves as the standard bearer for quality in EMS Education practices in Kansas. Persons not committed to these roles are ill fitted to the designation and should not apply.

### Responsibilities:

- Assist educators in initial instruction courses.
- Mentor provisional instructors.
- Mentor educators and trainers in need of remediation.
- Mentor educators and trainers who request mentoring from a mentoring educator.
- Conduct and teach initial and continuing education classes within their scope of practice.
- Complete and maintain state required paperwork and records.

### Qualifications/Prerequisites:

- Current Kansas certification or licensure as an EMT or higher; this includes RN, APRN, PA, MD, and DO. Must also be Kansas certified EMS Educator.

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- Must have taught a minimum of five (5) EMS courses of initial instruction and a minimum of 1,000 clock hours of documented instruction with successful outcomes or similar educator experience.
- Must have no disciplinary action or summary judgment agreements with the Board of EMS in the past 5 years.
- Bachelor's degree or higher from an accredited post secondary academic institution preferred.
  - In lieu of a degree, the individual may obtain a Certified Professional in Learning Processes (CPLP) certificate from the American Society for Training and Development or other professional trainer certification that mirrors the ASTD CPLP course from a Board approved course.
  - For five years following the implementation of this plan educators can petition via application to be permanently appointed as a mentoring educator with experience in lieu of education or certification.
- Must be willing and actively demonstrate capacity to coach and mentor other trainers or educators.
- Must hold current Kansas certification as an Educator.

### **INSTRUCTIONAL FACILITATOR**

#### Role:

This individual serves to support the mentoring process for provisional educators. By conducting interviews with both the provisional educator and the mentoring educator, the facilitator can identify concerns within the mentoring relationship and hold both parties accountable to working at a constructive and collaborative mentoring relationship. As well, the facilitator provides encouragement and guidance for the mentoring process.

#### Responsibilities:

- Conduct monthly interviews during a mentoring relationship via telephone.
- Meet face to face with Mentoring Educators and Provisional Educators to resolve differences.
- Coordinate findings with Kansas Board of EMS staff.
- Complete and maintain state required paperwork and records.

#### Qualifications/Prerequisites:

- Board Approved.
- Must have a background that provides an understanding of:
  - Education (experience as a teacher)
  - Coaching
  - Conflict management

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- Must be adept at working with individuals in conflict.

### **EDUCATOR SELECTION PROCESS**

The selection process for the different levels of educator is proposed as follows:

#### TRAINER:

The subcommittee recommends that the selection of trainers still be driven by local agencies and needs.

1. Current Kansas certification or licensure as an EMT or higher; this includes RN, APRN, PA, MD, and DO.
2. Candidate must have a letter of recommendation from a chief, director, or coordinator. In the event the candidate is a chief, director, or coordinator the letter must come from their immediate supervisor.

#### EDUCATOR:

Educators should be required to have more experience and references before being admitted into an educator program. This is to ensure that the candidate possesses not only the experience, but also the desire to be actively involved in EMS education.

1. Current Kansas certification or licensure as an EMT or higher; this includes RN, APRN, PA, MD, and DO.
2. Candidate should have substantive patient contacts in a field or clinical setting.
  - Patient contacts are subject to the approval of the coordinating institution.
  - Substantive is defined as 100+ patient contacts.
  - Patient contacts must be attested to on the appropriate form.
3. Candidate should have a minimum of two (2) years of experience as an EMT or higher.
4. Candidates must submit a resume.
5. Candidates must submit 3 professional reference letters.
  - Letters must be sent directly to the educator course coordinator.
6. Candidates must demonstrate competency in a skills assessment administered by the educator course faculty.
7. Candidates must sit before an interview panel.
  - Questions are set by the Board of EMS.
  - Composition of the interview panel should be outlined by the Board of EMS but is put together by the educator course coordinator.

#### MENTORING EDUCATOR:

Mentoring Educators are the standard bearers for quality in EMS education. For this reason, selection of educators to be recognized with this title shall be done by Board of EMS with all candidates being required to meet the following minimum criteria.

1. Must complete an application for recognition as a Mentoring Educator and submit to the Kansas Board of EMS.
2. Must meet the following criteria:
  - a. Current Kansas certification or licensure as an EMT or higher; this includes RN, APRN, PA, MD, and DO. Must also be Kansas certified EMS Educator.
  - b. Must have taught a minimum of five (5) initial courses of EMS instruction and 1,000 clock hours of instruction with successful outcomes or have similar educator experience.
  - c. Must have no disciplinary action or summary judgment agreements with the Board of EMS in the past 5 years.
  - d. Bachelor's degree or higher from an accredited post secondary academic institution preferred.
    - In lieu of a degree, the applicant to become a Mentoring Educator can possess Certified Professional in Learning Processes (CPLP) certification through the American Society of Training and Development, or an equivalent program as approved by the Board of EMS.
    - For five years following the implementation of this plan educators can petition via application to be permanently appointed as a mentoring educator with experience in lieu of education or certification.
  - e. Must be willing and actively demonstrate capacity to coach and mentor other trainers or educators.
  - f. Candidates must sit before an interview panel.
    - Questions are set by the Board of EMS.
    - Composition of the interview panel should be outlined by the Board of EMS.

### INSTRUCTIONAL FACILITATOR:

Facilitator candidates should complete an application which shall be forwarded to the Kansas Board of EMS. The Board of EMS will be the reviewing body and will approve or reject the application for designation as an instructional facilitator.

Facilitators should be persons who possess an understanding of educational processes, conflict resolution, and coaching processes. While a facilitator may be a mentoring educator, this is not a requirement. Facilitators may be non-EMS related personnel.

### MENTORING PROCESS

The purpose of mentoring is to provide provisional educators with a coach who can assist in the process of growth and competency. Mentoring is not new to Kansas. The current system of mentoring is fraught with complications; ranging from inexperienced mentors, a lack of mentors, and occasional fraudulent mentoring practices. The following process is designed to bring accountability and competency to the mentoring process.

#### Setting up the Mentoring Relationship

Mentors must be Kansas designated Mentoring Educators. The provisional educator candidate, working in collaboration with the academic institution that is teaching their educator course, is responsible to find a Mentoring Educator who is willing to enter into a mentoring relationship. This should be done PRIOR to the educator course beginning. Since all Mentoring Educators have been approved in advance by the Board of EMS, the process of mentor selection should be one that the Board does not need to be involved with as they have in the past. However, this does not preclude the Board assisting educator candidates in finding mentors and the Board will be notified of all mentoring pairs so that they can adequately monitor the process of provisional educators meeting outcomes.

To be clear about this process, the following key points should be made.

1. The provisional educator is responsible to arrange for contact and meetings with the mentoring educator. As with any mentoring relationship, the process works to support the mentee and they are the party who holds the responsibility to engage.
2. The mentoring educator has the responsibility to make him or herself available in sufficient times so as to guide, coach, and assess progress on the part of the provisional educator in meeting the practicum outcomes.
3. Mentoring educators should be reimbursed for legitimate expenses incurred while mentoring provisional educators. This includes travel and lodging. The subcommittee recommends that mileage and per diem rates approved for State business be used. As well, a mentoring stipend that is defined by the Board of EMS should be established to cover incidental expenses such as phone calls, time, etc. Mentoring educators should not charge past this rate to do this work. The provisional educator is responsible for this cost.

#### Process in Motion (How it should work)

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Once completed with the classroom portion of the educator course, the provisional educator must successfully complete the outcomes specified for the practicum portion of the educator program. This is the "provisional educator" phase.

1. The provisional and mentoring educators will use Board of EMS approved forms to track the progress of the provisional educator in meeting the outcomes of the practicum.
2. The provisional educator has one year from the last day of the educator course to complete the practicum outcomes. However, the mentoring educator can recommend extending the provisional status not to exceed three (3) years.

The outcomes in the provisional educator practicum are the basis for the mentoring relationship. The Mentoring Educator acts as a coach/guide for the provisional educator as they complete the outcomes. As these two work together, a facilitator monitors the mentoring relationship to ensure that it is healthy and accountable.

The facilitator can, by in large, expect to do this work by telephone. Only in those situations where there is conflict between the provisional and mentoring educators should the facilitator plan to meet in person. In these situations, both parties should be present and the facilitator may choose to involve faculty from the sponsoring institution and Board of EMS in order to resolve the issues at hand. In their work, the facilitator ensures not only that the relationship between the provisional and mentoring educators is productive, but also ensures accountability to the process to ensure that fraudulent or misguided mentoring does not happen.

1. Facilitators will report their findings to the Board of EMS on a regular basis using approved Board of EMS forms and reporting tools.
2. Facilitators are chosen by the Board of EMS.

### Completion

The practicum objectives must be completed successfully within one (1) year of the final day of the educator course unless a recommendation is made by the mentoring educator to extend the provisional status. Upon completion, the mentoring educator and facilitator will notify the Board of EMS and course coordinator using a Board of EMS approved forms. If the provisional educator meets all of the requirements at this time, then the Board will issue full educator status to the provisional educator.

The following table (*Table 1*) represents a composite of the role and responsibilities of those involved in a mentoring relationship.

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	Provisional	Mentoring	Facilitator
Role(s)	Works to meet the learning outcomes within one year from last day of course	Acts as a coach in helping the provisional educator find their way to meet the objectives. Guides, corrects, advises, documents.	Monitors the mentoring relationship and holds both parties accountable to ensure outcomes are legitimate and the relationship is respectful.
Responsibilities	<ol style="list-style-type: none"> <li>1. Make contact with mentor.</li> <li>2. Responsible for running their course. Does not work as an assistant to the mentoring educator or another educator.</li> <li>3. Meet with mentor before course approval paperwork is filed.</li> <li>4. Meet with Mentor after course is approved and before course begins.</li> <li>5. Initiates regular contact with mentor during course (monthly at a minimum).</li> <li>6. Completes required reports.</li> <li>7. Completes outcomes in &lt; 12 months.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engages with mentee.</li> <li>2. Co sign paperwork but NOT responsible for course.</li> <li>3. Complete required reports.</li> <li>4. Attend a minimum of three (3) full class sessions (early, mid, late).</li> <li>5. Face to face meetings if problems develop.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monthly phone contact with provisional and mentoring educators to assess progress of mentoring relationship.</li> <li>2. Reports filed with BEMS as indicated.</li> <li>3. Mediate conflicts should they arise.</li> </ol>

Table 1: Roles and Responsibilities

The proposed course approval process for both levels of instructor can be summarized as follows.

#### TRAINER

1. Submit a course application using the Board of EMS approved paperwork or via the on-line option on the Board of EMS website.
2. Submit copies of:
  - a. Syllabus
  - b. Schedule
  - c. Student reference materials
  - d. Faculty and credentials
3. Define the selection process and timeline

#### EDUCATOR

1. Submit a course application using the Board of EMS approved paperwork or via the on-line option on the Board of EMS website.
2. Submit copies of:
  - a. Syllabus
  - b. Schedule
  - c. Student reference materials
  - d. Faculty and credentials
  - e. Evaluation instruments used in the course
3. Letter of institutional/organizational support including:
  - a. Facility
  - b. Learning Resource Center support
  - c. Writing lab support
4. Student selection process and timeline that meets Board of EMS requirements.

Both TRAINER and EDUCATOR courses must be submitted no later than 30 days in advance of the first day of class.

The committee strongly recommends that the Board of EMS develop web forms and processes that allow for course applications to be submitted on-line.

## **Developing Educators Report**

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### Delivery Models

The sub-committee spent considerable time discussing this topic. On one hand, the use of distributive education methods opens the door to more individuals to attend and complete educator courses. This is balanced against the constraints of distributive models in terms of interaction and group work. For this reason, the sub-committee recommends the following in regards to the delivery methodology for the different educator courses.

#### TRAINER

- Up to 50% of this course can be accomplished using distributive methods.
- A minimum of 50% of this course must be conducted in a traditional classroom method.

#### EDUCATOR

- Up to 50% of this course can be accomplished using distributive methods.
- A minimum of 50% of this course must be conducted in a traditional classroom method.

## **Recertification Requirements for Trainers and Educators**

Recertification requirements for the different levels of EMS instructor are recommended as follows:

#### TRAINER

- Maintain certification or licensure required by the State of Kansas.
- Teach 14 clock hours of instruction documented within the two (2) year recertification cycle.
  - All of this instruction must be EMS related.
- Attend eight (8) clock hours of continuing education related to instruction (DOT instructor guidelines or directly related to instructional methodology or curriculum development) within the two (2) year recertification cycle.
- In lieu of eight (8) clock hours of CE related to instruction, the educator can substitute 3 credit hours of post secondary education related to education or health sciences if obtained from a recognized and accredited institution.
- Continuing Education must be approved in advance by the Kansas Board of EMS.
  - Recommend that this education be allowed to happen in multiple classes instead of eight (8) hour blocks.
- Sign off by local sponsoring agency.

### EDUCATOR

- Maintain certification or licensure required by the State of Kansas.
- Teach 28 clock hours of instruction documented within the two (2) year recertification cycle.
  - A minimum of half of this teaching must be related to EMS.
  - All instruction must be documented.
  - Instructional topics can be repeated
- Attend eight (8) clock hours of continuing education related to instruction within the two (2) year recertification cycle that is:
  - Education related,
  - Instructional development related, or
  - Relating to the coordination of programs or classes
- In lieu of eight (8) clock hours of CE related to instruction, the educator can substitute 3 credit hours of post secondary education related to education or health sciences if obtained from a recognized and accredited institution.
- Continuing Education must be approved in advance by the Kansas Board of EMS.
  - Recommend that this education be allowed to happen in multiple classes instead of eight (8) hour blocks.

### MENTORING EDUCATOR

The same requirements as for the educator apply with the following exceptions.

- Teach 56 clock hours of instruction documented within the two (2) year recertification cycle.
  - A minimum of half of this teaching must be related to EMS.
  - All instruction must be documented.
  - Instructional topics can be repeated
- Attend 16 clock hours of continuing education related to instruction within the two (2) year recertification cycle that is:
  - Education related,
  - Instructional development related,
  - Coaching or mentoring related, or
  - Relating to the coordination of programs or classes
- In lieu of sixteen (16) clock hours of CE related to instruction, the educator can substitute 3 credit hours of post secondary education related to education or health sciences if obtained from a recognized and accredited institution.
- Continuing Education must be approved in advance by the Kansas Board of EMS.
  - Recommend that this education be allowed to happen in multiple classes instead of eight (8) hour blocks.

### INACTIVE STATUS

The sub-committee discussed the reality that life happens whether you have made plans for it or not. It is realistic to expect that from time to time a trainer or educator will experience a hardship that prohibits them from fulfilling the full requirements of recertification. For this reason, the sub-committee recommends an inactive status that can be granted by the Kansas Board of EMS at the request of the educator or trainer. This request should be submitted on a Board of EMS approved form or through the Board of EMS website.

- Educators and Trainers must still obtain the required CE for their level of instructor certification and maintain the required level of certification or licensure. The teaching requirement is removed for the inactive status time frame.
- The maximum length of the inactive status shall be no more than four (4) years two (2) cycles.
- Activation will automatically occur after two (2) cycles unless requested earlier by the inactive educator/trainer.
- The educator/trainer must be active for a minimum of two (2) years before another request for inactive status can be considered.
- If at any time an inactive educator/trainer should teach a class s/he will automatically lose inactive status.

## **EVALUATION OF INSTRUCTORS**

### TRAINER

Current training officer (TO) 1 and TO 2 are grandfathered into TRAINER status. There is no evaluation of trainer performance recommended by the sub-committee.

### PROVISIONAL EDUCATOR

#### Evaluation Mechanism:

- Mentored actively in practicum with formative and summative evaluation.

#### Expected Outcome:

- Certified as an Educator within one year, or
- Not certified within one year, or
- Extended Provisional Status depending upon outcomes being met or not met; not to exceed three (3) years from end of educator course.

#### Consequences:

- May need to repeat initial course of instruction for educator, or
- May need to extend provisional status to meet practicum outcomes.

### EDUCATOR

All existing instructor/coordinators (I/C) are grandfathered into this category.

#### Evaluation Mechanism:

- Retrospective

#### Expected Outcome:

- The sub-committee and EDTF feel strongly that any evaluation process for educators needs to be well developed and inclusive of reliable indicators. The recommendation is to allow a team comprised of Board, Board Staff, and Regional educator representation to develop a rubric based plan that would then be included in regulatory language. Broad recommendations from the sub-committee and EDTF include:
  - Pass rates averaged over time to meet a specified percentage. These would only be assessed on persons taking the exam and only on valid and reliable exams (NREMT written). BEMS can obtain this information from NREMT.
  - Survey of students from classes to evaluate the educator(s) involved in coordinating and teaching the class. One thought is to include evaluation of trainers used to teach and other non-educator certified individuals. A valid and

reliable survey tool can be developed and administered by BEMS via an on-line survey tool.

- Review of administrative capacity. Does the educator handle the coordination aspect appropriately? This can be assessed by BEMS.
- Attrition rates. How many students make it to test? This needs to be thoughtfully developed to account for auditing students, rejection of failing students, and other factors outside of the control of the educator.
- No Previous Board sanctions leveled against educator.

### Consequences

- Failure to maintain results as determined by the Board of EMS may result in being placed into a probationary status and meeting the provisional educator practicum outcomes under the mentoring of a mentoring educator.

## MENTORING EDUCATOR

### Evaluation Mechanism:

- Retrospective

### Expected Outcome:

- All evaluation mechanisms in place for educators, plus
- Provide mentoring to at least 50% of all mentor requests
  - Not required to mentor more than one person at any given time.
  - Not required to mentor if in an inactive status.
- A valid and reliable survey should be developed that is filled out by mentees regarding those areas pertinent to the mentoring process.

### Consequences

- Failure to maintain minimum educator results as determined by the Board of EMS may result in being placed into a probationary status and meeting the provisional educator practicum outcomes under the mentoring of a mentoring educator.
- Failure to mentor at least 50% of requests (not expected to mentor more than one person at a time) may result in loss of Mentoring Educator Status and return to Educator Status.