

**Who invited the TCEQ into
My Classroom?**

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Title 30 TAC §30.28(i)(11)

Training providers shall:

...allow agency staff or their agents
access to training events
in order to audit training content,
manner of presentation, and instructor
effectiveness and qualifications...

THE AUDITOR IS HERE!!

Quick, act like you're learning...

...& everyone learn natural!

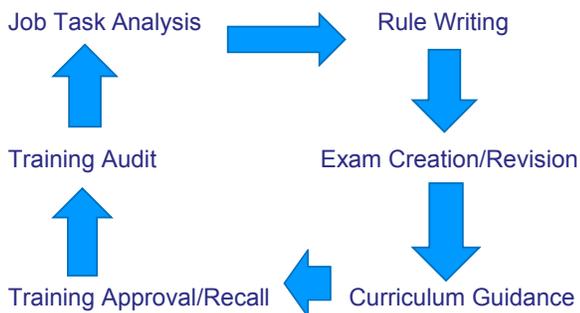
TRAINING AUDIT

An objective, systematic, evidence-based evaluation to ascertain the reliable delivery and performance quality of an entity to adhere to regulatory guidelines and meet specified learning objectives.

Benefits of a Training Audit

- An impartial 3rd party resource for constructive training improvements
- An opportunity to foster regular on-going TCEQ-training provider communications
- A trigger to review, self-assess, & retool application of adult education principles
- A positive reinforcement of effective teaching practices

Training Evaluation & Exam Development Cycle



**Deliberating & Consulting
with Internal & External
Subject Matter Experts**

WHY ME?

Selection Criteria

- Events or providers impacting large # of licensees
- Issues with core training
(training required to obtain license)
- New information/technology presentations
(for TCEQ training staff development)
- New/updated training manuals
- New training presented for new licenses
- Complaints or concerns regarding training or a training provider

What's involved in the audit process?

- Training observation
- Training observation report including TCEQ directives & recommendations
- Training provider profile/update

Methodology of Observation

The auditor attends the training and documents their observations - plus conducts some informal discussions with the instructor during class breaks for clarification & better understanding focused on:

1. Venue/Format Essentials
2. Instructor Standards/Conduct
3. Curriculum Requirements/Expectations

Venue/Format Essentials

- Environment/site conducive to learning
- Lighting/visibility, noise/audibility
- Temperature/comfort
- Workspace - capacity/class size, ADA accessibility
- Access to restroom facilities, snacks, drinks
- Number & length of breaks
- Attendance protocol, I.D. security, & roster integrity
- Quality of demonstration equipment & supplies
- Product/vendor promotion prohibitions
- Issuance of certificates

*'I taught it right;
but they...
just didn't learn it right'*

- anonymous

Instructor Standards/Conduct

- Ethics/professionalism
- Communication skills
- Knowledge
- Preparation, organization, time management
- Style, energy, enthusiasm
- Discipline
- Diversity of techniques to enhance the training experience

Curriculum Requirements/Expectations

- Quality and supply of training manuals
- Quality of lesson plan, teaching aids, & tools
- Interactivity for visual, auditory, & tactile learners
- Application & practice of material
- Appropriate complexity
- Fulfillment of training objectives
- Means of monitoring comprehension & providing feedback
- Means of assessing successful course completion

Elements of the Training Observation Report

- Cover Letter
- Formal Report
- Training Provider Profile Update Form

Scope of Provider Update

- Program/instructor contact information
- List of instructors, their credentials, & assigned courses
- Inventory of provider's approved courses, current lesson plans, & record retention schedules
- Status & description of how issues/concerns identified in the TCEQ observation report are addressed

'As long as we continue to give exams, there will always be prayer in the classroom'

-Anne Richards

Positive Findings

- Instructors using humor to engage students
- Instructors providing life experiences/relevant examples
- Instructors providing historical background/perspective
- Instructors modulating their speech for emphasis
- Instructors writing key points to highlight important facts
- Students taking notes
- Students comfortably participating in discussions
- Instructors demonstrating & passing around equipment
- Instructors troubleshooting student-presented scenarios & advising students with operational tips
- Instructors walking around the entire classroom to make eye contact with all students keeping them alert & attentive

Areas for Improvement

- Instructors using old outdated information
- Instructors unfamiliar with common operational rules or not having an onsite reference copy of the rules
- Instructors only focusing attention at the front of the classroom
- Instructors not monitoring student comprehension
- Instructors not writing formulas or labeling calculations
- Instructors too quick to answer review questions before letting students participate
- Instructors not providing student-focused learning or facilitating participation/interaction

'The world is in a constant relentless race between education and catastrophe.'

- H.G. Wells

What can help instructors identify areas for improvement?

- Monitoring Student Comprehension
- Class Exit Surveys
- Co-worker Critiques
- Training Audits

How can instructors improve student interaction?

- Competency-building activities
- Problem-solving assignments
- Teaching beyond the manual
- Soliciting student discussion
- Partnering students
- Team projects

How can instructors provide student-focused learning?

- Conduct informal pre-quizzes
 - Utilize name tags
 - Partner advanced students with beginner students
 - Adapt lesson plans to each different group of students
- (Substantial changes - resubmit to TCEQ)

Three Things Common to the Most Improved & the Most Successful Schools

#1 Student Attitude/Motivation

- What motivates an operator?
- How can an instructor leverage an operator's motivation?
- What influences student attitudes?
- What part can an instructor play in improving student attitudes?

#2 Parental Involvement

- Employers have a maternal role to play –
Grooming, mentoring, coaching their employees
Instructors can discuss competency & performance problems with employers to customize training
- The TCEQ has a paternal role to play –
Writing rules, enforcing rules, punishing rule breakers
Instructors can attend provider seminars, read guidance documents, and discuss compliance issues with regional inspectors for a needs assessment to know where to focus training

#3 Instructors Conducting Audits

- No interaction necessary/No formal reporting necessary
- Instructors recognize what works & what doesn't
- Instructors can decide what to adopt and what to modify for themselves
- Instructors can be enlightened to what mistakes they themselves are making
- Effective whether developing new teaching techniques or expanding subject-matter expertise

Synergistic Collective Improvement with Autonomy

Top 5 Things a TCEQ Auditor Does Not Want to Hear from an Instructor:

1. 'Everyone get out your most recent copy of the TNRCC rules.'
2. 'You probably should drink the bottled water.'
3. 'We're out of Basic Water manuals, but there's an extra Basic Wastewater manual you can use.'
4. 'Perhaps the auditor would like to show us how to do a BOD₅ calculation.'
5. 'I may need to leave for a little while – Would you be able to proctor the class for the last part of the day for me? Please?'

Questions?

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