# CompTIA

# CompTIA CTT+™

## Candidate Handbook of Information
## Virtual Classroom Trainer

# Table of Contents

# Introduction

## About CompTIA

The Computing Technology Industry Association (CompTIA) is the voice of the world's $3 trillion information technology (IT) industry. CompTIA membership extends into more than 100 countries and includes companies at the forefront of innovation; the channel partners and solution providers they rely on to bring their products to market; and the professionals responsible for maximizing the benefits organizations receive from their technology investments.

## About CompTIA Certification Programs

CompTIA serves the IT industry as the world's largest developer of vendor-neutral IT certification exams. Since establishing the certification program in 1993, more than one million CompTIA certifications have been earned worldwide. Currently, CompTIA offers certifications in PC hardware, networking, server technology, convergence, project management, training, Linux, security, digital home technology, document imaging and RFID.

For more information, please visit www.comptia.org.

## CompTIA CTT+ Examination: An Overview

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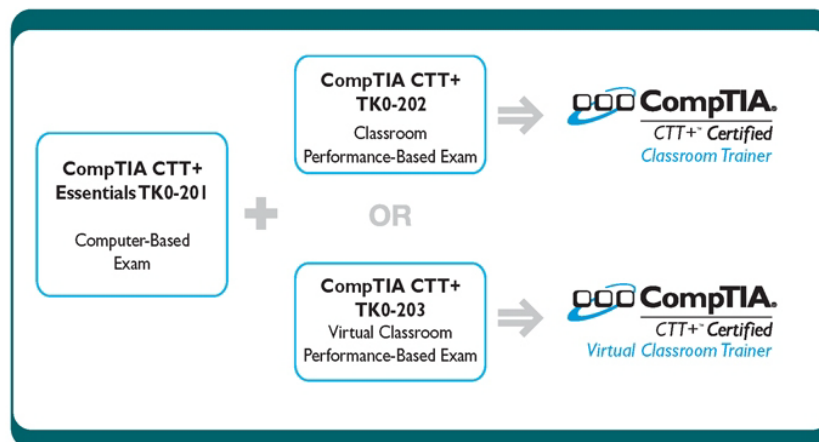
Candidates interested in earning CompTIA CTT+ with the Classroom Trainer designation will take the CompTIA CTT+ Essentials (CompTIA CTT+ TK0-201) and then submit a recording of a classroom training session (CompTIA CTT+ TK0-202) and be evaluated and scored by certified scorers.

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, German, Dutch, Japanese and Korean; the Virtual Classroom Trainer (Performance Based) exam recording can be submitted in English, German, Dutch, Japanese and Korean. The recording for the performance based exam should be at least 17 minutes, and no more than 22 minutes in duration. After 22 minutes, the scoring judges will not continue watching. The recording can be somewhat briefer, but fewer than 17 or 18 minutes may not allow candidates sufficient time to fully demonstrate the required objectives.

## How much does it cost to take the CTT+ examination?

♦ The fee in North America for taking the CompTIA CTT+ Essentials examination is $239 for Non-CompTIA Corporate Members and $191 for CompTIA Corporate Members. For international pricing, please visit http://certification.comptia.org/resources/registration.aspx.

♦ The CompTIA CTT+ performance based exams for
  o Non-CompTIA Corporate Members is:
    ▪ $258 for English, German and Dutch
    ▪ ¥ 28,432 for Japanese and Korean
    ▪ ZAR1792.00 for South Africa (this excludes VAT at 14%)
  o Corporate CompTIA Members is:
    ▪ $208 for English, German and Dutch
    ▪ ¥ 22,067 for Japanese and Korean
    ▪ ZAR1437.00 for South Africa (this excludes VAT at 14%)

CompTIA is a trade association that offers many different benefits to the IT industry, one of which is certification. Linked to certification is CompTIA Corporate Membership. One of the benefits of being a CompTIA Corporate Member is eligibility to receive discounts on certification exams. If your company is a CompTIA Corporate Member, you are eligible for a discount on CTT+ Essentials exam and both the performance-based exams. Please be sure to include your CompTIA Corporate Membership number when you submit your Payment Form to receive the discount benefit. If your company is not a CompTIA Corporate Member and would like to become one, please complete the application form at http://www.comptia.org/joinnow.

# CompTIA CTT+ Objectives

|  | Percent of Test |
|---|---|

## Domain 1: Planning Prior to the Course     13%

> 1A: Review of Organizational Needs and Learners' Backgrounds in Relationship to Course Objectives
> 1B: Instructional Environment in Relationship to Learning Objectives

## Domain 2: Methods and Media for Instructional Delivery     14%

> 2A: Selection and Implementation of Instructional Methods
> 2B: Use of Presentation and Instructional Media

## Domain 3: Instructor Credibility and Communications     10%

> 3A: Instructor Delivery Competence and Content Expertise
> 3B: Instructor Communication and Presentation Skills

## Domain 4: Group Facilitation     45%

> 4A: Establishment and Management of a Learner-Centered Environment
> 4B: Promotion of Learner Engagement and Participation
> 4C: Assessment of Learners' Needs for Additional Explanation and Encouragement
> 4D: Motivation and Positive Reinforcement of Learners

## Domain 5: Evaluate the Training Event     18%

> 5A: Evaluation of Learner Performance during and at Close of Instruction
> 5B: Evaluation of Instructor and Course

**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, 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, 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 CREDIBILTY 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.

# Types of Exam, Score Reports and Interpretation

A score report will be provided to test takers immediately upon completion of CompTIA CTT+ Essentials exam (computer-based exam). Those submitting a recording for the CompTIA CTT+ performance based exam will be notified of their pass/fail status in a score report from CompTIA after their recording has been received and scored.

## CTT+ Essentials: Computer-Based Exam

Candidates should have some degree of familiarity with the subject matter of each question on the computer-based test. Each question is scored separately, and only correct responses contribute to a candidate's final score. Candidates should choose the best answer for each question.

Final scores on the CompTIA CTT+ Essentials exam are determined by converting the number of questions answered correctly to a scale that ranges from 100 to 900. The minimum passing score of 655, which corresponds to the minimum level of achievement that represents mastery, was decided by a panel of judges.

## Performance Based Exam

The final score on the CompTIA CTT+ Performance based Exam (skills examination) is computed by totaling the final objective ratings. Each of the 12 skills areas will be rated. The ratings for each skill will be given on a four-point scale, in which a 1 indicates seriously deficient performance and a 4 indicates outstanding performance (Please review the scoring guide included in this handbook).

**A score of 1 (seriously deficient) on any of the 12 skills being assessed on the recording or on the documentation will cause an automatic failure for the skills examination.**

To pass the performance based exam, two criteria must be met: (1) an averaged total score of at least 36 points must be attained; and (2) a minimum of a 2 must be attained in each individual competency area. As with the Essentials, the minimum passing score for the skills assessment was set by a panel of judges following the CTT+ beta test. Candidates must pass both CompTIA CTT+ Essentials Exam and a Performance Based Exam to earn CompTIA CTT+ certification.

## Training

Though CompTIA itself does not directly offer training, there are many training providers either recognized by CompTIA or who have demonstrated training capabilities mapping to CompTIA objectives.  For a listing of such training providers, please visit the CompTIA Web site at http://certification.comptia.org/resources/find_providers.aspx.

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# CTT+ Essentials: Computer-Based Test

## Test/Registration Information

For the CompTIA CTT+ computer-based test, only correct answers contribute to the candidate's score. This means that there is no penalty for incorrect answers. It is to the candidate's advantage to try to answer every question. If a candidate is unsure of the correct answer to a question, he or she should try to rule out one or two of the answer choices and then make the best guess from among the remaining choices.

The computer allows candidates to mark questions for later review. Useful advice to candidates is to go through the entire examination once, answering those questions that can be answered immediately and marking the other questions for later review. After going through the entire examination, candidates may spend the remaining time answering the questions they marked for review.

Candidates can register for the CompTIA CTT+ certification exam via phone or online.

### Prometric

USA, Canada, Puerto Rico:     1-800-776-4276

EMEA

| | | | | | |
|---|---|---|---|---|---|
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Asia Pacific

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| Guam | 61 2 9640 5851 | Malaysia | 1800 18 3377 | Thailand | 61 2 9640 5875 |
| Honk Kong | 800 96 6375 | New Zealand | 0800 44 1603 | | |
| India | 0124 4517160 | Philippines | 1 800 1 611 0126 | | |

Online Registration:     www.prometric.com/CompTIA

### VUE

| Americas | | Europe/Middle East/Africa | | | |
|---|---|---|---|---|---|
| US and Canada | Toll Free 877-551-PLUS (7587) | Austria | 0800-292150 | Portugal | 0800-831429 |
| Americas Toll Number | 952-995-8758 | Belgium Dutch | 0800-74174 | South Africa | 0800-995044 |
| | | Belgium French | 0800-74175 | Spain | 900-993190 |
| Asia Pacific | | France | 0800-904757 | Sweden | 020-798690 |
| Australia | 1800-356-022 | Germany | 0800-0826499 | Switzerland-French | 0800-837549 |
| Hong Kong | 800-930-988 | Ireland | 1-800-552131 | Switzerland-German | 0800-837550 |
| Japan | 0120-355-173 | Israel | 1-800-9453797 | Switzerland-Italian | 0800-837551 |
| Korea | 00308-610-021 | Italy | 800-790521 | Turkey | 0080031929149 |
| Malaysia | 1800-808-578 | Netherlands | 0800-0235323 | United Kingdom | 0800-7319905 |
| New Zealand | 0800-445-884 | | | | |
| Philippines | 1800-1611-0155 | | | | |
| Singapore | 800-6161-888 | | | | |
| Taiwan | 0080-611-289 | | | | |

Online Registration: www.vue.com/comptia

*To obtain a duplicate copy of your official CompTIA CTT+ computer-based exam score report candidates will need to contact the testing provider wherethey took their Computer Based Exam (Pearson Vue 1-877-551-7587 or Prometric 1-800-776-4276).  To obtain  an additional copy of their CompTIA CTT+ certificate, candidates should contact CompTIA's Customer Service Department at (630) 678-8300, or e-mail: questions@comptia.org. There will be a $15.00 reprint fee for certificate.*

# Practice Questions for CompTIA CTT+ Essentials

**Practice Questions for the CompTIA CTT+ Knowledge Test**
The following four questions are similar in format and content to the questions of the CompTIA CTT+ knowledge test. These questions are intended for practice, that is, to allow you to become familiar with the way the questions are asked. Read each question; select an answer and then check your response with the explanations beginning on the next page.

## Question 1
During a group discussion, a learner asks how the content being discussed would apply to a situation in the learner's workplace. Which of the following is the BEST solution for the instructor to handle the situation?

a) Tell the learner how the content applies to a more generic situation.
b) Ask the learner how the content might apply in the workplace.
c) Ask the class members to discuss how the content applies in their situation.
d) Gather more information on the situation and then provide a response.

## Question 2
For this question, decide whether the action makes it likely or unlikely that the trainer will achieve the goal. Select the best statement of the reason that the action is likely or unlikely to accomplish the goal.

GOAL: To reinforce the key points of a large group discussion that just took place.
ACTION: Ask one or more of the learners to summarize the discussion.

a) LIKELY, because the learners are actively involved in the summary.
b) LIKELY, because the instructor will not add bias to the summary.
c) UNLIKELY, because the learners may emphasize minor points in their summary.
d) UNLIKELY, because the instructor loses control of the key points to be included.

## Question 3
For this question, decide whether the action makes it likely or unlikely that the trainer will achieve the goal. Select the best statement of the reason that the action is likely our unlikely to accomplish the goal.

GOAL: To evaluate the amount of knowledge acquired by the participants as a result of the training session.
ACTION: Ask the participants to describe how much they believe they have learned as part of the end-of-course evaluation questionnaire.

a) LIKELY, because the anonymity of the evaluation will permit the participants to tell the truth.
b) LIKELY, because the results of the questionnaire can be summarized as part of the end-of-course report.
c) UNLIKELY, because a self-reported description fails to provide quantifiable acquisition of knowledge.
d) UNLIKELY, because course participants have to use the knowledge presented during the course on the job.

## Question 4
An instructor wants to capture ideas during a large group discussion for later reference in a training session, but acknowledges that handwriting on a chart is a problem. The BEST approach to this problem is to:

a) Divide the large group into smaller groups and have each group chart their ideas and report back.
b) Ask for a volunteer with good flip chart skills to write the group's ideas on a flip chart during the discussion.
c) Write the group's ideas on a transparency and project them on the available overhead projector.
d) Provide the learners with a simple form to jot down the group's ideas during the discussion.

# Answers and Rationale

### Answer 1
The correct answer is "c".
Relates to the objective 4B, Use a Variety of Question Types and Techniques.
Rationale: Option "c" involves the participants, giving them the opportunity to make the connection between the skill and its application, which contributes to motivation to learn the skill. Secondly, participants can relate to the particulars of the situation and how the content applies. Options "a" and "d" put the instructor in the role of "content application expert"—a dangerous position. Option "b" is somewhat condescending because it should be assumed that the learner has already tried to apply the content to the situation and cannot see the connection.

### Answer 2
The correct answer is "a".
Relates to objective 4A, Establish and Maintain a Learner-Centered Environment.
Rationale: Option "a" offers a learner-centered approach to a task that is often quickly covered by the instructor. It also permits the instructor to confirm that learning has occurred. Option "b" is incorrect because whether instructor bias occurs or not is not relevant to the goal. Options "c" and "d" are wrong because of the unlikely response. It should be noted that the instructor needs to guide the summary process but should not be concerned if minor points are included as well as major points. If the instructor manages the class effectively, control should not be lost.

### Answer 3
The correct answer is "c".
Relates to objective 5B, Evaluate Trainer Performance and Delivery of Course.
Rationale: Option "c" suggests that a more systematic measurement is required, such as creating pre- and post-training tests. Options "a" and "b" are wrong because it is not likely that an end-of-course questionnaire can be used effectively to measure knowledge. Both refer to characteristics of a good end-of-course evaluation but the goal is to create a quantified level of knowledge required. Option "d" is partially true; in that good training results in the capability to use what has been part of the course on the job. However, it is not the reason the action will be unsuccessful.

### Answer 4
The correct answer is "b".
Relates to objective 2B, Evaluate Learner Performance throughout the Training Event.
Rationale: Option "b" has the greatest reliability that the ideas will be easily retrievable later in the lesson. It might also offer a way to get a learner involved in a way that might be less threatening than leading a discussion or some other direct activity. Option "a" is incorrect because it will take more time and will have less guidance from the facilitator. Option "c" is incorrect because using an overhead projector is more difficult to reference later on. Option "d" leaves the instructor with nothing to reference that is common to the entire group (the learners all have their own lists, and all will be different).

# 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.

# Virtual Classroom Trainer Exam (performance based)

## 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 not exceed 22 minutes. After 22 minutes, the scoring judges will not continue watching. The recording can be somewhat briefer, but fewer than 17 or 18 minutes may not allow candidates sufficient time to fully demonstrate the required objectives.

### 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 recoding 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.

# Virtual Classroom Trainer Exam (performance based)

**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 approximately 20 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.

There are two options to submit your recording:

**Option 1: Online Upload**

You may upload your forms and recording at the following site depending on your payment option.

- Payment by PayPal/Credit card: please use the following link: http://CTTSubmission.com
- Payment by voucher:
    - **Non-member:** please use the following link:
      http://CTTSubmission.com/profile/register.php?q_paypal=1

    - **Member:** please use the following link:
      http://CTTSubmission.com/profile/register.php?q_paypal=0

**Option 2: Mail/Courier**

You may mail your recordings.  Mailing address is included within the forms later on in this document.  Please note starting January 2010, there will be an additional charge of $25 for recordings that are mailed and not uploaded at the www.CTTSubmission.com site.

# Virtual Classroom Trainer Exam (performance based)

## Tips for a Successful Recorded Session

1. Recordings may be uploaded at  www.CTTSubmission.com or mailed in a CD or DVD.

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://www.comptia.org/certifications/testprep/examobjectives.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.

# Virtual Classroom Trainer Exam (performance based)

## 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 standard CompTIA policies, there is no re-certification requirement for the CompTIA CTT+ Virtual Trainer certification.

# Virtual Classroom Trainer Exam (performance based)
## Scoring Guide

**Domain 1: Planning Prior to the Course**

| Subdomain 1A:<br>**Review of Organizational Needs and Learners' Backgrounds in Relationship to Course Objectives** | Skills to:<br>• Research additional content information to address potential points of confusion or resistance.<br>• Assess learner's current skill level and compare results with course prerequisites.<br>• Assess organizational needs for additional learning outcomes.<br>• Analyze results of needs assessment of the learner in relation to learning objectives.<br>• Modify learning materials to meet specific needs of organization, learner, situation or delivery tools without compromising original course design. | | | |
|---|---|---|---|---|
| Score Value | 4 | 3 | 2 | 1 |
| Examples of Candidate Performance for Each Score Value<br><br>Virtual Classroom | Provides thorough assessment and detailed remarks about Individual learners.<br><br>Describes how a special needs individual was accommodated.<br><br>Includes in description of learners full and relevant information, e.g., geography, technical level, expertise, check of prerequisites.<br><br>Describes a complete and detailed process for making sure that the learners are thoroughly familiar with virtual classroom tool.<br><br>Documents process for assuring the virtual session supported learning needs | 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).<br><br>Confirms that learners are operating the tool effectively. | Offers little or no evidence of an appropriate needs assessment.<br><br>Communicates directions to learners that seem to have difficulty using the tool.<br><br>Indication that candidate was unaware of learner level of familiarity with virtual classroom tool. | Offers irrelevant or inappropriate or inaccurate remarks.<br><br>Fails to complete paperwork. |

# Virtual Classroom Trainer Exam (performance based)

**Scoring Guide (Cont'd)**
**Domain 1: Planning Prior to the Course**

| Subdomain 1B: Instructional Environment in Relationship to Learning Objectives | Skills to:<br>• 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).<br>• Alter recommended physical or virtual classroom set-up according to specific learner and organizational needs<br>• 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).<br>• 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).<br>• Establish a safe learning environment (for example, physical, auditory, chat, agreements, proprietary client information).<br>• 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,).<br>• Prepare contingency plans for unique class events (for example, fire drill in classroom, and loss of connection, some users not able to view materials). | | | |
|---|---|---|---|---|
| **Score Value** | **4** | **3** | **2** | **1** |
| Examples of Candidate Performance for Each Score Value<br><br>Virtual Classroom | Includes explanation of how platform setup and equipment use links to learning outcomes and learner needs.<br><br>Provides thorough explanation of trainer involvement in virtual classroom and equipment setup.<br><br>Provides detailed analysis of potential learner challenges based on pre-course material(s). | Provides evidence that instructor has made appropriate virtual accommodations for learners. (e.g., confirms sound level, quality of connection).<br><br>Describes process for confirming that setup of virtual room and equipment is ready for instruction.<br><br>Describes potential learner expectations based on pre-course material(s). | Sets up application during onset of training segment.<br><br>Provides limited description of process for setting up application. | Fails to have all materials on hand at the session (e.g., has to load slides because failed to do so).<br><br>Fails to setup a functional workspace with proper hardware and software. |

# Virtual Classroom Trainer Exam (performance based)

**Scoring Guide (Cont'd)**
**Domain 2: Methods and Media for Instructional Delivery**

| Subdomain 2A: **Selection and Implementation of Instructional Methods** | Skills to:<br>• Use delivery methods as intended by the course designers.<br>• Adapt delivery methods to meet a variety of learning styles.<br>• Engage learners through multiple delivery techniques as appropriate to the material, the learners and , the situation.<br>• Organize and introduce content in a variety of ways (for example, compare and contrast, steps in a process, advantages and disadvantages).<br>• Identify and implement learning activities that are relevant to the course objectives.<br>• Monitor learner comfort level during the use of participatory activities.<br>• Stimulate interest and enhance learner understanding through appropriate examples, demonstrations, media clips, slides, anecdotes, stories, analogies, and humor.<br>• Use activities that allow learners to contribute to the discussion and review and apply content at appropriate intervals. | | | |
|---|---|---|---|---|
| **Score Value** | **4** | **3** | **2** | **1** |
| Examples of Candidate Performance for Each Score Value<br><br>Virtual Classroom | Switches seamlessly between exercises on screen (e.g., moving from instructor control to learner control, from slides to sharing application).<br><br>Uses anecdotes, humor, stories, and analogies effectively. | Uses relevant exercises that encourage learner engagement (e.g., has learners "drive").<br><br>Uses polling tool effectively as exercise.<br><br>Uses interface tools effectively. | Fails to use participatory exercises.<br><br>Uses lecture most of the time. | Uses a single instructional method. (essentially a podcast).<br><br>Fails to engage learners.<br><br>Provides irrelevant activities. |

# Virtual Classroom Trainer Exam (performance based)

**Scoring Guide (Cont'd)**
**Domain 2: Methods and Media for Instructional Delivery**

| Subdomain 2B:<br>**Use of Presentation and Instructional Media** | Skills to:<br><br>• Use a variety of media/tools to support learning objectives and meet learner needs.<br>• Handle minor problems associated with each particular medium<br>• Enhance, substitute or create media as appropriate to support the learning objectives | | | |
|---|---|---|---|---|
| **Score Value** | **4** | **3** | **2** | **1** |
| Examples of Candidate Performance for Each Score Value<br><br>Virtual Classroom | Uses the virtual classroom tool effectively (e.g., transitions seamless from presentation software to questions in poll to application being learned).<br><br>Has information preset so that learning is not delayed.<br><br>If providing tutorial on how to use the tool, has learners show that they can use it (e.g., raise hand, checkmark, chat).<br><br>Has films and demonstrations setup for seamless transitions<br><br>Displays instructions including tutorial information that provide just-in-time support to learners | Uses at least 2 different tools within in the platform (e.g., slides, share applications).<br><br>Uses the highlight tool effectively (e.g. limits use of multiple tools; uses different tool for each segment of presentation).<br><br>Steps learner through technical issues when encounters issues with platform.<br><br>Gives learners frequent cues for orienting learning (e.g., we are on this question now; refer to page number).<br><br>Maintains the balance between technology lag and pause.<br><br>Explains to learners how to ask questions and how to respond to questions. | Fails to take advantage of the tools available on the software.<br><br>Fails to provide visual cues that focus the learners on the part of presentation being presented (orienting learners).<br><br>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). | Stays on intro slide for full program.<br><br>Shows no content, white screen. |

# Virtual Classroom Trainer Exam (performance based)

**Scoring Guide (Cont'd)**
**Domain 3: Instructor Credibility and Communications**

| Subdomain 3A: **Instructor Delivery Competence and Content Expertise** | **Skills to:**<br>• Maintain consistent behavior with all learners.<br>• Demonstrate confidence with and mastery of subject matter.<br>• Provide and elicit from learners practical examples of how knowledge and skills will transfer to their workplaces.<br>• Handle relevant learner inquiries on topics for which the instructor has limited expertise.<br>• Maintain positive atmosphere and avoid criticizing other members of the training team, the training materials, or the tools. | | | |
|---|---|---|---|---|
| **Score Value** | **4** | **3** | **2** | **1** |
| Examples of Candidate Performance for Each Score Value<br><br>Virtual Classroom | Sets the expectations about particular tool or geography and timing.<br><br>Identifies uniqueness of each learner as part of the response.<br><br>Generates multiple yet specific examples as responses to learner inquiries, often making them unique to the individual learner.<br><br>Elicits examples from learners. | Speaks confidently, smoothly.<br><br>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).<br><br>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. | Uses long pause s as presents material.<br><br>Fails to demonstrate knowledge of materials being presented.<br><br>Apologizes for slow connections but indicates it is the fault of the platform, names the specific platform.<br><br>Presents and responds to learners inconsistently (e.g., loses flow in the lesson). | Makes inappropriate and/or negative comments about the software (platform).<br><br>Reads directly from the training material (manual or slide). |

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# Virtual Classroom Trainer Exam (performance based)

**Scoring Guide (Cont'd)**
**Domain 3: Instructor Credibility and Communications**

| Subdomain 3B: **Instructor Communication and Presentation Skills** | **Skills to:**<br>• Pronounce words correctly at appropriate tempo and use suitable grammar and syntax, recognizing potential for an international audience.<br>• Explain and clarify content points through inflection, emphasis, and pauses.<br>• Ensure verbal and non-verbal communication is free of bias (for example, sexual, racial, religious, cultural, and age).<br>• Employ purposeful pointers, body language and/or vocal intonation to enhance learning and call attention to critical points.<br>• 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).<br>• 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.<br>• Use course overviews, advanced organizers and session summaries at appropriate times to orient learners and link key learning points. | | | |
|---|---|---|---|---|
| **Score Value** | **4** | **3** | **2** | **1** |
| Examples of Candidate Performance for Each Score Value<br><br>Virtual Classroom | Successfully combines all elements of speech, intonation, emphasis, and tempo to have a smooth, uninterrupted presentation.<br><br>Uses pointer tool artfully.<br><br>Offers specific strategies to assist learners' transition from one content point to another and one view to another. | Uses inflection and tonal changes appropriately.<br><br>Provides overview and summaries.<br><br>Offers an orderly presentation of the demonstration (software).<br><br>Refers to page numbers for learners working remotely, (helping to keep them together).<br><br>Incorporates comments from private chat into audio thus involving others into the session.<br><br>Uses appropriate tempo of speech (not too fast, not too slow). | Has other screen distractions (e.g., IM, email, and other applications).<br><br>Fails to manage external popups.<br><br>Fails to allow for communication time lag and results in stepping on response.<br><br>Uses ums, ahs, and other fillers frequently.<br><br>Uses incorrect grammar or vocabulary such that there is interference with learning. | Uses no organizational language such as introductory or concluding remarks.<br><br>Uses inappropriate or abusive vocabulary. |

# Virtual Classroom Trainer Exam (performance based)

**Scoring Guide (Cont'd)**
**Domain 4: Group Facilitation**

| Subdomain 4A: **Establishment and Management of a Learner-Centered Environment** | **Skills to:** <br>• Open a training session in a positive way.<br>• Communicate the course plan to the learners.<br>• Communicate learner performance objectives as indicated by course design. Obtain input from the learners about their personal objectives and expectations.<br>• Reconcile any discrepancies between learning objectives and learner expectations.<br>• Establish an environment that supports learning and maintains focus on meeting stated learning objectives.<br>• Establish a learning environment free of bias, favoritism, and criticism that optimizes the productive participation of all the learners.<br>• Manage course flow and pace activities based on learner needs while ensuring that all learning objectives are met.<br>• Provide opportunities and assistance for learners to identify and achieve initial, intermediate and terminal objectives.<br>• Facilitate group dynamics in a positive way, including encouraging interactions that are respectful of the rights of individual learners, and redirecting unproductive digressions.<br>• Create opportunities for learners to work with and learn from each other to attain the learning objectives while building individual learner confidence.<br>• Handle learner disruptions as discreetly as possible.<br>• Use Virtual class tools like Chat and polling to optimize learner contribution.<br>• Use Virtual class tools to achieve learning objectives. | | | |
|---|---|---|---|---|
| **Score Value** | **4** | **3** | **2** | **1** |
| Examples of Candidate Performance for Each Score Value <br><br> Virtual Classroom | Uses multiple techniques that involve the learner (e.g., turning over control of the mouse). <br><br> Uses pointers effectively. <br><br> Provides opportunities to confirm learners involved (e.g., shows both involvement and learning at each instance). | Directs learners to the part of the page or screen effectively. <br><br> Makes voice becomes the learners' eyes. <br><br> Hovers over what is being highlighted. <br><br> Inserts opportunities for learners to show continued involvement frequently. <br><br> Informs learners of objectives and agenda. | Fails to involve all learners. <br><br> Uses instructor focused approach. <br><br> Uses instructor-based demonstration as primary focus of lesson. | Fails to achieve learning objectives. <br><br> Lesson is entirely instructor-focused. |

# Virtual Classroom Trainer Exam (performance based)

**Scoring Guide (Cont'd)**
**Domain 4: Group Facilitation**

| Subdomain 4B:<br>**Promotion of Learner Engagement and Participation** | **Skills to:**<br>• Use active listening techniques to acknowledge and understand learner contributions.<br>• Use a variety of types and levels of questions to challenge learners, involve them and monitor their progress.<br>• Use questions that lead learners from recall to application of content.<br>• Direct questions appropriately.<br>• Create opportunities for learners to contribute to the discussion.<br>• Employ activities to encourage learners to ask and answer questions themselves | | | |
|---|---|---|---|---|
| **Score Value** | **4** | **3** | **2** | **1** |
| Examples of Candidate Performance for Each Score Value<br><br>Virtual Classroom | Asks a directed question and confirms all respond (e.g., if you agree give green check, if you disagree have red check).<br><br>Uses multiple response modes within tool (thumbs up, check, etc.).<br><br>Uses a wide variety of open-ended questions that result in more than one word responses from learners.<br><br>Transitions or redirects a learner's question into a discussion tool for learning.<br><br>Asks follow up questions to encourage reflection on the part of the learner.<br><br>Involves all learners. | Clears student interactions (or has students do so) when interaction is completed.<br><br>Keeps feedback refreshed.<br><br>Inserts opportunities for learners to show continued involvement approximately.<br><br>Pauses appropriately to allow learners to respond.<br><br>Asks open and closed questions.<br><br>Establishes environment that encourages learners to ask and answer questions.<br><br>Displays questions as well as speaks them. | Uses overhead questions and fails to tell learners how to respond.<br><br>Uses yes-no questions exclusively.<br><br>Fails to use questions that address content of the lesson (e.g. only asks "Do you understand?").<br><br>Fails to allow learners time to answer and/or answers own question.<br><br>Asks low value questions (e.g., where are you joining from?). | Asks no questions.<br><br>Provides no opportunity for learners to ask questions.<br><br>Makes disparaging, sarcastic or negative comments about a learner's question or response. |

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# Virtual Classroom Trainer Exam (performance based)

**Scoring Guide (Cont'd)**
**Domain 4: Group Facilitation**

| Subdomain 4C: **Assessment of Learners' Needs for Additional Explanation and Encouragement** | Skills to:<br>• Interpret and confirm learners' verbal and non-verbal communication to identify those who need clarification and feedback.<br>• Determine how and when to respond to learners' needs for clarification and/or feedback.<br>• Provide feedback that is specific to learners' needs.<br>• Elicit learner feedback on the adequacy of trainer responses. | | | |
|---|---|---|---|---|
| **Score Value** | **4** | **3** | **2** | **1** |
| Examples of Candidate Performance for Each Score Value<br><br>Virtual Classroom | Identifies uniqueness of learner as part of the response.<br><br>Consistently monitors learners' behavior to identify learner understanding.<br><br>Clearly demonstrates response to or anticipates learner need for clarification.<br><br>Offers alternative approach or explanation when learners clearly have difficulty grasping content. | Indicates that student asked question in chat area and responds.<br><br>Repeats or clarifies question.<br><br>Anticipates (using previous experience) what learners might ask (hypothetical question).<br><br>Handles private chat room questions by generalizing (e.g., "Some of you might be wondering about…").<br><br>Confirms learners understand response. | Ignores incorrect response from polled data.<br><br>Fails to clarify correct answer.<br><br>Restricts participants ability to ask questions, respond, or comment. | Discloses private chat room questions in such a way that learner is identified and therefore embarrassed.<br><br>Ignores the learners.<br><br>Dismisses inappropriately or ignores questions from learners. |

# Virtual Classroom Trainer Exam (performance based)

**Scoring Guide (Cont'd)**
**Domain 4: Group Facilitation**

| Subdomain 4D:<br>**Motivation and Positive Reinforcement of Learners** | **Skills to:**<br>• Encourage and match learner achievement to learner and organizational needs and goals.<br>• Determine and apply appropriate motivational strategies for individual learners.<br>• Plan and use a variety of reinforcement techniques during training.<br>• Engage and invite relevant participation throughout the session. | | | |
|---|---|---|---|---|
| **Score Value** | **4** | **3** | **2** | **1** |
| Examples of Candidate Performance for Each Score Value<br><br>Virtual Classroom | Has learners use the application being demonstrated.<br><br>Recognizes learning participation (e.g., thanks learner for "driving").<br><br>Connects learner, learning objectives, and organizational goals throughout the lesson.<br><br>Uses learner contribution to expand and further the learning experience.<br><br>Employs a variety of strategies to motivate learners. | Effectively uses pacing to confirm learner involvement (e.g., all hands up and removed).<br><br>Uses learners' names appropriately in recognition of success.<br><br>Provided context for skill application, learning activity (e.g., how they might use it on the job).<br><br>Connects new lesson content to learner knowledge.<br><br>Appropriately acknowledges learner remarks. | Fails to motivate learners.<br><br>Fails to engage all learners.<br><br>Offers little encouragement to learners.<br><br>Makes little connection to learner achievement or organizational needs. | Uses negative reinforcement. |

# Virtual Classroom Trainer Exam (performance based)

**Scoring Guide (Cont'd)**
**Domain 5: Evaluate the Training Event**

| Subdomain 5A:<br>**Evaluation of Learner Performance during and at Close of Instruction** | **Skills to:**<br>• Monitor learner progress during training.<br>• Develop, select, and administer appropriate assessments that are in compliance with recognized and accepted measurement principles.<br>• Gather objective and subjective information that demonstrates learner knowledge acquisition and skill transfer.<br>• Compare learner achievements with learning objectives.<br>• Suggest additional training or resources to reinforce learning objectives. | | | |
|---|---|---|---|---|
| **Score Value** | **4** | **3** | **2** | **1** |
| Examples of Candidate Performance for Each Score Value<br><br>Virtual Classroom | Alternates demo and practice, and then has final activity integrating tasks and sharing of application.<br><br>Continually assesses learners through observation, questions, and learner responses or remarks.<br><br>Uses multiple evaluation and assessment tools throughout the lesson. | Debriefs responses provided in polling questions.<br><br>Verifies that correct information is input into application.<br><br>Ensures learners are participating in the evaluation by reading questions aloud while learners are also reading.<br><br>Observes learners in laboratory session (uses second screen). | Offers learners limited opportunity to show acquired knowledge or skills.<br><br>Fails to monitor student performance (e.g., lab tools). | Fails to determine learner acquisition of knowledge. |

# Virtual Classroom Trainer Exam (performance based)

**Scoring Guide (Cont'd)**
**Domain 5: Evaluate the Training Event**

| Subdomain 5B: Evaluation of Instructor and Course | Skills to: |
|---|---|
| | • Evaluate the success of the course design, including modifications made during delivery.<br>• Critique one's own preparation for and delivery of a training event.<br>• Evaluate impact of external influences on the training event.<br>• Evaluate the effectiveness of the training to meet the learning objectives.<br>• Use evaluation results to adjust and improve one's own performance in next training event.<br>• Prepare a report documenting end-of-course information.<br>• Report recommended revisions and changes to existing materials and suggestions for new programs and activities, as appropriate.<br>• Report information about learning, physical and virtual environments.<br>• Submit reports to customers in accordance with contractual agreements or requests. |

| Score Value | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Examples of Candidate Performance for Each Score Value<br><br>Virtual Classroom | Offers an insightful reflection of complete submission from course, instructor, learner, and organizational perspectives.<br><br>Cites specific evidence from the recording in the reflection. | Explains how learning objectives were met by identifying activities and learner actions on recording.<br><br>Describes tools used to confirm objectives were met.<br><br>Describes successful and unsuccessful instructor behaviors.<br><br>If modifications to module were made to meet learner needs, evaluates success of modifications. | Offers superficial or incomplete description of attainment of learning objectives.<br><br>Fails to link comments to observable behaviors on the recording.<br><br>Blames software or lesson plan for poor delivery performance. | Offers irrelevant or inappropriate or inaccurate remarks.<br><br>Fails to complete paperwork. |

# 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 20-minute instructional module.

- Use a new, never-before-recorded CD or DVD for recording the instructional performance.
- Record several 20-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**

Before mailing the CompTIA CTT+ Performance Based Exam recording, 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

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.  If you are submitting your recording and documents by uploading them at the www.CTTSubmission.com, payment may be processed on a credit card.

**\*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.

# Virtual Classroom Trainer Exam (performance based)
## 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 fourteen (14) 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.

# CompTIA.

**CompTIA CTT+ ™ Program**
**Virtual Classroom Trainer Exam (performance based)Submission**
# Form A

Please complete forms A, B, and C in English and submit with your recording of the classroom session. Also, please enclose the Payment Form D with the payment along with a photocopy of a valid government ID (driver's license, passport, etc.) and a photocopy of your passing CompTIA CTT+ Essentials Exam (computer-based score) report.

| | |
|---|---|
| Name | **The handbook includes these 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.** |
| Address | |
| City/State/ZIP | |
| CompTIA Career ID Number/ Candidate ID Number:  COMP | |
| Company Name | **http://www.comptia.org/certifications/testprep/examobjectives.aspx** |
| Corporate Member Number (if applicable) | |
| Daytime Phone # | |
| E-Mail | |

Please check the following and complete as applicable.

☐ I have passed the computer portion of the examination.      ☐ Photocopy of score report enclosed.

Dates Taken:                    Testing Center:                    Results:

I certify that the person recording this session is me.  I understand that if it is known to be untrue, my certification will be revoked.

_____
Name, Title

| Witness 1 | Witness 2 |
|---|---|
| I,          , viewed this recording and I attest to the fact that the trainer addressed on this recording is the trainer listed above. | I,          , viewed this recording and I attest to the fact that the trainer addressed on this recording is the trainer listed above. |
| Signature: _____ | Signature: _____ |
| Name: | Name: |
| Relationship: | Relationship: |
| Phone: | Phone: |
| Email: | Email: |

Witnesses will be randomly called in order to confirm the identity of the trainer in the submitted Training session recording.

![CompTIA logo]

**CompTIA CTT+ ™ Program**
**Virtual Classroom Trainer Exam (performance based) Submission**
# Release Form – Form B

**Please collect email replies stating the following (in Italics) from each attendee and attach the printed replies with this form:**

*I hereby grant CompTIA permission to use the recorded virtual classroom session in which I appear as a participant for assessment of skills the for the purpose of certification for trainer named below*

| | |
|---|---|
| _____ on | _____ |
| *(Name of the instructor)* | *(Date)* |

COMP_____  _____
*(*CompTIA Career ID Number/ Candidate ID Number*)*

**Complete the form and attached the learner's email agreeing to be recorded.**

| | Name (printed) | Date Email Agreement Sent (attached) |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |

I hereby grant CompTIA permission to use for educational and informational purposes the recording in which I appear as an instructor. I verify that all who appear in the recording have signed this release form.


_____

| (Printed name) | (Signature) | (Date) |
|---|---|---|

**CompTIA.**

## CompTIA CTT+ ™ Program
## Virtual Classroom Trainer Exam (performance based) Submission
# Submission Documentation Form C
### (Questions 1-12)

Be sure to answer each question carefully since the scoring judges will review this form with your recording. Some of the questions are directly linked to the skills being measured by this performance assessment. Type or print the answers in the space provided; scoring judges will not consider additional pages.

Name                                                                Date

CompTIA Career ID
Number/ Candidate          <u>COMP</u>
ID Number

Street Address

City/State/ZIP

Daytime Phone #                                          E-mail Address

My recording is in the following file format:_ MPEG4

The Player Version I used to test play my recording was:

General Information about the Presentation

1a.  What is the subject of the instructional module?

1b.  Check the most appropriate category for the recorded session content.

| | | | |
|---|---|---|---|
| ☐ | Business & Management Related Skills | ☐ | Process and Quality Programs |
| ☐ | Career Development | ☐ | Sales |
| ☐ | Customer Service | ☐ | Scientific |
| ☐ | Facilitation Services | ☐ | Software Related |
| ☐ | Human Resources | ☐ | Team Development |
| ☐ | Leadership | ☐ | Technological (Non-Software) |
| ☐ | Marketing | ☐ | Other- Please Specify |

---

**The handbook includes these 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://www.comptia.org/certifications/testprep/examobjectives.aspx**

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# CompTIA CTT+ ™ Program
## Virtual Classroom Trainer Exam (performance based) Submission
# Submission Documentation Form C

<div align="center">(Questions 1-12)</div>

**Planning prior to the course**

2.  What were the learning objectives for this module as stated on the recorded performance?  (The response to this question provides evidence related to "Planning Prior to the Course" SubDomain 1A.)

3.  What are the relevant characteristics of the learners including their level of expertise in the content area?  (The response to this question provides evidence related to "Planning Prior to the Course" SubDomain 1A.)

4.  Specifically, how did you identify these characteristics? How did you gather the information? (The response to this question provides evidence related to "Planning Prior to the Course" SubDomain 1A.)

5.  What did you do to prepare for training this particular group of learners for this specific recorded session? If you adapted the material or made adjustments, explain what you did and why.  If you did not need to adapt it, explain why it was not necessary.  NOTE: Your response to this question must match what scoring judges observe on the recording. (The response to this question provides evidence related to "Planning Prior to the Course" SubDomain 1A)

6.  Describe what you did to organize the virtual session particularly as it relates to the portion of the course shown on the recording. NOTE: Your response to this question must match what scoring judges observe on the recording. (The response to this question provides evidence related to "Planning Prior to the Course" SubDomain 1B.)

7.  What might the learners have expected based on the pre-course announcement? How did you confirm what their expectations were and what did you do to meet them? NOTE: Your response to this question must match what scoring judges observe on the recording.  (The response to this question provides evidence related to "Planning Prior to the Course" SubDomain 1B.)

8.  If this 20–minute segment is part of a longer course, how does it fit into the larger context of the training course?

9.  If you have stopped the recording indicate the reason for the stop.  (See handbook for the rules about stopping the recording.)  Be sure to explain what activities occurred during the time the recording is stopped. NOTE: A portion of the activity must be visible on the recording in order for the scoring judges to consider it as part of this performance assessment.

**CompTIA CTT+ ™ Program**
**Virtual Classroom Trainer Exam (performance based) Submission**

# Submission Documentation Form C
(Questions 1-12)

**Evaluate the Training Event**

10. To what extent does the recording demonstrate how well you met the learning objectives for this module as it relates to the instruction shown in the module?  NOTE: Your response to this question must match what scoring judges observe on the recording. (The response to this question provides evidence related to "Evaluate the Training Event" SubDomain 5B)

11. How would you describe the success of this module?  What activities worked well and why?  What activities would you change and why? Be sure to include any activities that you added or adapted to meet learners' needs. NOTE:  Your response to this question must match what scoring judges observe on the recording.  (The response to this question provides evidence related to "Evaluate the Training Event" SubDomain 5B.)

12. Please provide any additional information you think the scoring judges should know about your performance as it relates specifically to this instructional module, this group of learners, this specific performance, and this Submission Documentation Form.

# CompTIA

## CompTIA CTT+ ™ Program
## Virtual Classroom Trainer Exam (performance based) Submission
# Payment Form

*Note: You will not need this form D if you are submitting your recording by uploading it through the submission site listed on the next page.*

Name

CompTIA Career ID Number/ Candidate
ID Number                                COMP

CompTIA Corporate Member Number
(if applicable for discount)

Street Address

City/State

Country/Postal Code

E-Mail Address

> **The handbook includes these 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://www.comptia.org/certifications/testprep/examobjectives.aspx**

## Pricing

| Options | Price |
|---|---|
| **For CompTIA Members** | **Japan:** 23,865 JPY (including consumer tax) <br> **South Africa:** ZAR1437.00 (this excludes VAT at 14%) <br> **All other countries:** US$ 208 |
| **For CompTIA non-Members** | **Japan:** 30,749 JPY (including consumer tax). <br> **South Africa:** ZAR1792.00 (this excludes VAT at 14%) <br><br> **All other countries:** US$ 258 |

## Payment Options
1. Voucher Number (TK0-203):
2. Credit Card
   ☐ Visa   ☐ MasterCard   ☐ American Express

   Credit Card Number:                    Expiration Date:

   Please print Cardholder's Name:

   Cardholder's Signature _____

   ☐ Please check if billing address is different from above and provide in the space below:

3. Check -payable to JTI Inc.  (North America Only)

*The Performance Base*d exam recording cannot be processed without payment.
**PLEASE MAIL THIS FORM WITH YOUR CTT+ PERFORMANCE BASED EXAM RECORDING SUBMISSION**

Please e-mail any questions or comments to: questions@CTTSubmission.com

# Virtual Classroom Trainer Exam (performance based) Submission

## Performance Based Exam Mailing Address

You may upload your forms and recording at the following site depending on your payment option.

**Option 1: Online Upload**

- Payment by PayPal/Credit card: please use the following link: http://CTTSubmission.com
- Payment by voucher:
  - **Non-member:** please use the following link:
    http://CTTSubmission.com/profile/register.php?q_paypal=1

  - **Member:** please use the following link:
    http://CTTSubmission.com/profile/register.php?q_paypal=0

**Option 2: Mail/Courier**

Please not starting January 2010, there will be an additional charge of $25 for recordings that are mailed and not uploaded at the www.CTTSubmission.com  site.

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

**South Africa**
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+ VBT's. It remains the responsibility of the CTT+ candidate to upload their own VBT although we do have independent service providers that offer this service at an additional fee. Please do not deliver or post VBT's to the 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

# Five-Step Process to Certification

**1. READ**       Prepare for the two-part examination. Be sure to carefully read this *CTT+ Candidate Handbook of Information*.

**2. REGISTER**       Register for the CTT+ Essentials exam (computer-based test) by calling Prometric or VUE

      (or)

      You may also register online: www.prometric.com/CompTIA (Prometric) or www.vue.com/comptia (VUE).

**3. TAKE**       Take the CTT+ Essentials Exam (computer-based test) on the scheduled day. Remember to bring two valid ID's; one must be a picture ID..

**4. PLAN**       Plan the performance recording for an upcoming training session where you are delivering instruction. When you receive your CTT+ Essentials (computer-based test) score report, you will receive detailed instructions for submitting your recording.

**5. SUBMIT**       Submit the recording for evaluation.  You may submit the recording by mail or upload it at www.CTTSubmission.com

      **Do not forget** to enclose the following:

- Photocopy of valid government ID (drivers license, passport etc.)
- A photocopy of the passing score report issued to you at the test center
- Submission Forms A, B and C.  Please make sure you send the correct Forms.  There are two sets of forms; one for the Classroom Trainer and the other for the Virtual Classroom Trainer.  If we receive the wrong, we will destroy the submission and cancel the payment.  You will be required to submit the recording with the accurate forms again.
- Payment Form

      The Submission Forms are an essential part of the scoring process and successful completion of these forms will impact a candidate's final score.

      The Submission Forms are an essential part of the scoring process and successful completion of these forms will impact a candidate's final score. **The handbook includes all these 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://www.comptia.org/certifications/testprep/examobjectives.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.  The forms for the two exams are different.

## Comments or Questions

If you do not submit all of the required forms, you will receive notification of the missing information. You will have 90 days to submit the missing forms.  After 90 days, tapes will be destroyed.

Upon successful completion of the CompTIA CTT+ computer-based exam and skills assessment, candidates receive an official certificate, and rights to use the CompTIA CTT+ logo.

Candidates with comments or questions about test center facilities and/or supervision, examination content, or any other matter related to the examination program should complete the exit evaluation questionnaire on the computer at the test center and/or write to CompTIA at the following address:

CompTIA CTT+ Program
1815 S. Meyers Road, Suite 300
Oakbrook Terrace, IL 60181

Phone:   (630) 678-8300
e-mail:   questions@comptia.org
Web:      www.comptia.org

All correspondence **must** include the candidate's name, address and e-mail address.  If the questions or comments concern an examination already taken, the correspondence should include the name of the examination, the date of the examination, the location of the test center, and the candidate's CompTIA Career ID Number/ Candidate ID Number.  CompTIA will investigate each complaint and reply within a reasonable length of time. Inquiries about scores and procedures for retesting may also be directed to the above address.

*If you have any questions on the CTT+ Performance Based exams, please email* questions@CTTSubmission.com *.*

CompTIA
1815 S. Meyers Road, Suite 300
Oak Brook Terrace, IL 60181-5228

Phone:   630-678-8300
FAX:      630-678-8384

www.comptia.org
questions@comptia.org

# About CompTIA

CompTIA is a global trade association representing the business interests of the information technology industry. For more than 23 years, CompTIA has provided research, networking and partnering opportunities to its 20,000 members in 102 countries. The association is involved in developing standards and best practices and influencing the political, economic and educational arenas that impact IT worldwide. More information is available at www.comptia.org.

| | |
|---|---|
| Beijing | +861 0 82617799x6518<br>Info_china@comptia.org |
| Brussels | +32 (2) 234.78.22<br>info_belg@comptia.org |
| Delhi | +91 124 514 7745x1010<br>Info_india@comptia.org |
| Dubai | +971 4 362 2019<br>Info_benelux@comptia.org |
| Dusseldorf | +49 (211) 52391.126<br>info_ger@comptia.org |
| Hong Kong | +852.21668233<br>info_hk@comptia.org |
| Johannesburg | +27 (0)11.787.4846<br>info_rsa@comptia.org |
| London | +44 (0)207.743.6150<br>info_uk@comptia.org |
| Sao Paulo | +55.11.3443.1518<br>info_br@comptia.org |
| Sydney | +61 (2) 9006.3305<br>info_au@comptia.org |
| Tokyo | +81 (3) 5226.5345<br>info_jp@comptia.org |
| Toronto | +1.905.947.4263<br>info_ca@comptia.org |
| Washington D.C. | +1.703.812.1333<br>publicpolicy@comptia.org |

**Visit CompTIA at www.comptia.org**

# Worldwide Headquarters

1815 S. Meyers Road, Suite 300
Oakbrook Terrace, IL USA 60181-5228
Phone:  (630) 678-8300
Fax:  (630) 678-8384
E-mail: information@comptia.org
Internet: www.comptia.org