


## NWC EMSS PEER EDUCATOR ROLES, QUALIFICATIONS, RESPONSIBILITIES

In each location where NWC EMSS personnel and/or students are assigned for didactic or clinical instruction or supervised practice, there shall be instructional faculty designated to coordinate supervision and provide frequent assessments of the participant's progress in achieving System performance standards.

General qualifications: The faculty must be knowledgeable and competent in the content to be taught and effective in teaching their assigned subjects, and capable through academic preparation, training and experience to teach the courses or topics to which they are assigned (CoA).

Peer I	Peer II	Peer III	Peer IV
Roles/Scope of teaching 			
<p>Teach and/or measure competency of BLS Skills included in the National EMS Scope of Practice Model (2019) as adopted for the State of Illinois and Region IX and as delegated by the EMS MD under the supervision of a LI and in compliance with the NWC EMSS SOPs and Procedure Manual.</p> <p><b>This level of authorization is required for the following:</b></p> <ul style="list-style-type: none"> <li>• EMT and PM class lab preceptors assigned to BLS skill stations</li> <li>• Agency educators assigned to teach/verify competency for BLS skills including the annual Restraint competency validations.</li> </ul>	<p>Peer I plus ALS skills</p> <p><b>This level of authorization is required for the following:</b></p> <ul style="list-style-type: none"> <li>• PM student lab preceptor for ALS skills</li> <li>• Agency educator delegated to conduct System-required quarterly airway competencies and/or agency-conducted ALS skills reviews</li> <li>• Agency educator delegated to assist with current ALS skills/simulations or scenarios before, during or after in-station classes</li> <li>• Agency educators authorized to teach new ALS skills using materials prepared by the Resource Hospital after competency measurement and EMS MD authorization (Ex: new glucose meters, i-gel roll-out)</li> <li>• PM student Field preceptors</li> </ul>	<p><b>This level of authorization is required for the following:</b></p> <ul style="list-style-type: none"> <li>• Coordinators of System-approved entry level EMT and PM classes</li> <li>• Creators of agency-sponsored EMS-related CE requiring a site code that supplements the In-station CE Program</li> <li>• <u>Assist with System entry labs within their professional scope of practice and as approved by the EMS MD or designee.</u></li> <li>• Present lecture content for entry – level EMT or PM courses unless they hold specialty credentials that qualify them to teach discrete content (DICO, haz-mat, etc.)</li> </ul>	<p><b>This level of authorization is required for the following:</b></p> <ul style="list-style-type: none"> <li>• Instation educator</li> <li>• <u>Conducting mandatory reviews introducing new System standards of care exceeding the addition of an isolated skill.</u></li> <li>• <u>Conducting ECRN courses and CE for the NWC EMSS.</u></li> <li>• <u>Strongly recommended for entry level paramedic class LI.</u></li> </ul>
Eligibility and qualifications			
<p>EMT, PM, or RN with current unencumbered license; NWC EMSS CE up to date.</p> <p><u>Must be knowledgeable in performing, teaching, and measuring specific BLS skills.</u></p> <p><u>Suggested experience: At least 1 year active experience at or above EMS provider level being taught.</u></p> <ul style="list-style-type: none"> <li>• No multiple sustained complaints or run reviews in their EMS personnel file for the past year that triggered a Request for Clarification (RFC) per System policy G-1.</li> </ul>	<p>PM or RN with current unencumbered license; NWC EMSS CE up to date.</p> <p><u>Must be knowledgeable in performing, teaching, and measuring competency for specific BLS and ALS skills;</u></p> <p>Plus: Must be an approved preceptor or meet preceptor eligibility criteria</p> <ul style="list-style-type: none"> <li>• At least two years' experience as a Paramedic/PHRN in good standing unless a waiver is granted based on an individual's outstanding performance.</li> <li>• For candidates who have not had direct pt care experience in at least six of the last 12 months ONLY: Submit evidence of how they have maintained their EMS knowledge and skills.</li> </ul>	<p>Peer II plus:</p> <ul style="list-style-type: none"> <li>• Subject matter expert in academic content specified in the National EMS Education Standards and the NWC EMSS SOPs and all skills included in the current National EMS Scope of Practice Model (2019) as adopted for the State of Illinois and Region IX and the NWC EMSS Procedure Manual.</li> <li>• Must meet the licensure and experience eligibility criteria for an Illinois LI license.</li> <li>• LI licensure is required if responsible for conducting entry level classes. <u>LI for these classes must hold EMS licensure and academic credentials from an accredited post-secondary educational institution commensurate with or above the level being taught which usually requires an Associate degree for EMT</u></li> </ul>	<p>Peer III plus:</p> <p><u>Unencumbered RN plus PHRN or PM and IL LI licenses (Exemption to EMS and LI licenses: demonstrated EMS knowledge and teaching expertise + is a tenured in-station instructor.)</u></p> <p><u>In addition to nursing credentials: Academic credentials from an accredited post-secondary educational institution commensurate with or above level being taught which usually requires a bachelor's degree in EMS, nursing, leadership, or education.</u></p> <p>Approval of comparable equivalency to be determined by the EMS MD or designee.</p> <ul style="list-style-type: none"> <li>• <u>Academic preparation in educational methodology preferred.</u></li> <li>• Minimum of 4 years EMS experience</li> <li>• At least 2 years documented teaching experience.</li> </ul>

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Peer I	Peer II	Peer III	Peer IV
		<p><u>and a bachelor's degree in an appropriate major of relevance to EMS and or education for paramedic level education.</u>  <u>Academic preparation in educational methodology strongly recommended.</u>                      Approval of comparable equivalency of degree major shall be determined by the EMS MD or designee</p> <ul style="list-style-type: none"> <li>• If conducting agency-sponsored CE classes and not licensed as a LI, must have a LI co-sign the education submission for a site code and oversee implementation of the class.</li> </ul> <p>Must be knowledgeable in:</p> <ul style="list-style-type: none"> <li>• Course content; practical skills; effective teaching strategies for assigned topics;</li> <li>• Methods of student evaluation/counseling.</li> </ul> <p>Demonstrate ability to</p> <ul style="list-style-type: none"> <li>• Meet student learning needs;</li> <li>• Assess/remediate student performance.</li> <li>• Write lesson plans;</li> <li>• Effectively deliver didactic content;</li> <li>• Prepare site code submissions to the RH.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented successful EMS classroom teaching experience with lead instructor (Peer IV) potential in an entry level or continuing education program</li> </ul>
<b>Approved curricular materials</b>			
National standard materials as approved by the EMS MD and System-specific SOPs, policies, and procedure skill sheets	Same as Peer I	Peer II plus: Site coded curricula and teaching materials created by the EMS System or Peer III educator for specific topic(s) to be presented Standardized teaching content approved by national accrediting bodies for specific content (Example: EMDs; specialized rescue courses involving patient care)	Resource hospital generated in-station curricular materials Peer IV-generated curricular materials that must be created in compliance with NWC EMSS standards for CE development, approved by the EMS MD and submitted for IDPH for a site code at least 60 days before start of first class.
<b>Costs: Mostly staff time</b>			
Time at Peer I evaluation lab Teaching time; logging skill verifications	Time at Peer II evaluation lab Teaching time; logging skill verifications	Time to submit application materials for approval Educator time depends on nature, complexity and length of class(es)	NAEMSE IC1 course Attendance at monthly System educator meetings; prep for teaching; conduct classes; complete class paperwork

All blue text is directly quoted from one of the cited references

## NWC EMSS PEER EDUCATOR ROLES, QUALIFICATIONS, RESPONSIBILITIES

### General Instructor competencies based on the Danielson Model

<b>Maintains knowledge base; professional foundations</b>	Develops and maintains a knowledge base in adult learning and measurement
	Develops and maintains an in-depth professional knowledge base and skill competencies in own content area and in other relevant areas.
	Knows how to instruct and/or refer adults who have learning disabilities and other special needs
	Knows about and/or knows how to access information about the System, their organization, relevant laws, regulations, policies and procedures. Complies with established ethical and legal practices.
<b>Instructional methods and strategies</b>	Engages in a variety of professional development activities and incorporates new skills and knowledge into learning environment to enhance the quality of instruction.
	Plans and delivers instruction that is consistent with the program's mission and goals and instructional design.
	Identifies and responds to learners' individual and group needs, interests, and goals when delivering instruction.
	Creates an environment that fosters learning and performance by drawing on adult learning theory and knowledge of learners.
	Applies knowledge of instructor and student-centered educational design.
	Models communication, negotiation, decision-making, and problem solving skills for learners.
	Sequences and paces lessons appropriately.
	Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.
	Provides frequent and varied opportunities for students to apply their learning
	Monitors and adjusts teaching strategies based upon student needs and performance.
	Demonstrate effective presentation and facilitation skills
	Provides effective clarification and feedback
	Promotes transfer of knowledge and skills for enduring learning and skill competency
	Accurately and objectively assesses learning and performance
	Evaluates instructional effectiveness
	Effectively integrates current and appropriate media and technology as a tool for instruction. Uses media and technology to enhance learning and performance.
<b>Continuously assesses and monitors learning</b>	Uses assessment data on a regular basis to deliver lessons, and monitor progress towards objectives and goals and to verify learning.
	Structures and facilitates ways for learners and peer to evaluate and give feedback on their learning and performance, through reflection and self-assessment.
<b>Manages Program responsibilities and enhances program organization</b>	Collects and manages accurate data for program improvement and accountability.
	Suggests and/or collaborates in modifying the program organizations and in developing program alternatives. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services.
	Makes referrals to appropriate resources when guidance and counseling needs are beyond own expertise.

# Charlotte Danielson's FRAMEWORK FOR TEACHING

## DOMAIN 1: Planning and Preparation

### 1a Demonstrating Knowledge of Content and Pedagogy

- Content knowledge • Prerequisite relationships • Content pedagogy

### 1b Demonstrating Knowledge of Students

- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency • Interests and cultural heritage

### 1c Setting Instructional Outcomes

- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

### 1d Demonstrating Knowledge of Resources

- For classroom • To extend content knowledge • For students

### 1e Designing Coherent Instruction

- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

### 1f Designing Student Assessments

- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

## DOMAIN 2: The Classroom Environment

### 2a Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction with students

### 2b Establishing a Culture for Learning

- Importance of content
- Expectations for learning and achievement • Student pride in work

### 2c Managing Classroom Procedures

- Instructional groups • Transitions • Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

### 2d Managing Student Behavior

- Expectations • Monitoring behavior
- Response to misbehavior

### 2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and resources

## DOMAIN 4: Professional Responsibilities

### 4a Reflecting on Teaching

- Accuracy • Use in future teaching

### 4b Maintaining Accurate Records

- Student completion of assignments • Student progress in learning
- Non-instructional records

### 4c Communicating with Families

- About instructional program • About individual students
- Engagement of families in instructional program

### 4d Participating in a Professional Community

- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

### 4e Growing and Developing Professionally

- Enhancement of content knowledge / pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

### 4f Showing Professionalism

- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulation

## DOMAIN 3: Instruction

### 3a Communicating With Students

- Expectations for learning • Directions and procedures
- Explanations of content
- Use of oral and written language

### 3b Using Questioning and Discussion Techniques

- Quality of questions • Discussion techniques
- Student participation

### 3c Engaging Students in Learning

- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

### 3d Using Assessment in Instruction

- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring

### 3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment • Response to students
- Persistence