

FACULTY CERTIFICATION PROCESS - JANUARY 2021

Congratulations on being selected as an Institute for Court Management (ICM) faculty candidate! If approved, you will continue a decades-long tradition of providing excellent education to court managers all over the country. You'll complete four steps to become fully certified.

1. Attend an Adult Learning Theory webinar (sometimes called the "Kolb session"). This 2-hour session is usually held via webinar and offers information on adult learning theory, presentation skills, facilitation techniques and ICM resources for faculty.
 - For those teaching ICM courses online, the Faculty Strategies for Virtual Engagement webinar is also required.
2. Register and pay for the course(s) in which you wish to become certified. Request both the Faculty and the Participant Guides for use during your observation so you can jot down questions you might have about how to present the material or note examples given by ICM National Faculty or participants that you might want to borrow in future presentations. Also, you will use the Faculty Guide to prepare for your Teaching Practicum (see below).
3. Complete a Teaching Practicum (sometimes called the "teachback"). Teaching Practica are usually held right after the conclusion of a National Program or Virtual National Program.
 - You will prepare a 10-minute section of the course and present it using the ICM PowerPoint to your fellow faculty candidates, ICM staff, and usually a representative from the Partner (often judicial educators from the AOC or Supreme Court).
 - ICM will provide you with the PowerPoint file in advance of the teachback.
 - Do not skip slides – take a section of the course that contains content with which you are familiar and present it as you would in a real classroom setting.
 - Do not choose sections with a video or exercise.
 - There is one exception to the "do not skip slides" rule – an exercise may be skipped if there is one in the section you'd like to teach.

Things to remember:

- You should prepare material to be able to teach for 10 minutes. Do not be concerned with completing a unit or section – we just want to see your content knowledge and presentation skills during a short presentation.
- You may engage those observing you ("the class") with questions, but don't conduct a full-fledged exercise. You should be presenting for the majority of your 10 minute session.
- Feel free to add state-specific material to your presentation, keeping in mind that the ICM content must be presented in its entirety using the PowerPoint provided to you. If you wish to add content best presented on a slide, create a separate PowerPoint and toggle back and forth to present the other content.
- ICM staff and Partners will use the checklist on the following page to evaluate your performance.
- No need to be nervous. You're among friends and have already been vetted as a good candidate. Just relax and have a good time (as much as the butterflies allow)!

Questions? Contact Margaret Allen, Director of National Programs:
757-259-1581 or mallen@ncsc.org

ICM Faculty Development Inventory Checklist

Use this checklist to help identify the strengths and weaknesses of each of the faculty, and determine in which areas further development is needed.

Faculty Candidate Name: _____ Date: _____

Course: _____

Skills	Yes/No/Somewhat	Comments
Appeared prepared; presentation was clear and organized. Displayed knowledge of adult learning principles and characteristics. *includes Fac. Dev. class participation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	
Possesses and demonstrates a thorough and comprehensive knowledge of the subject. *include class participation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	
Controls nervousness and anxiety; appears poised.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	
Integrates personal connections and experiences with the material to help build credibility and clarity.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	
Encourages audience participation and keeps participants engaged. Listens appropriately.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	
Has a confident and inviting presence. Establishes good rapport.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	
Comfortable in front of group and can facilitate a group. Expressed interest in subject.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	
Effective use of PowerPoint and manuals, notes.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	
Speaks and enunciates clearly. Uses voice projection. Maintains a comfortable speaking pace.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	
Maintains eye contact with others. Uses hands and arm gestures to reinforce points.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	
Effective use of classroom space and visual aids for instruction.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	
Effective use of strategies for handling interruptions and disruptive participants.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat (explain)	

ICM Representative _____